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ABSTRACT

This curriculum was developed to assist adult education teachers (especially in Kentucky) to prepare adults to function in today's society and that of the next century. Materials in the guide go beyond preparing adults to pass the General Educational Development (GED) test to preparing them with life skills. The curriculum includes traditional subject areas plus related life skills such as critical thinking skills, self-management, interpersonal skills, and technology and tools. The curriculum is divided into 16 duty areas, with learning activities that integrate academic skills with life skills throughout the curriculum. The 16 subject categories are as follows: communication skills; mathematics; community resources; consumer economics; cultural diversity; employability and occupational skills; family relationships; government and citizenship; health and wellness; home management; interpersonal and social skills; self-management skills; science; social studies; technology and tools; and thinking skills. They were identified through a modified DACUM (Developing a Curriculum) process as important for adults to function adequately in today's society. Each subject area is divided into three levels of instruction: beginning (literacy level), intermediate (adult basic education), and advanced (pre-GED). Each section of the guide is further divided into six progress benchmarks that represent performance goals (what students should be able to demonstrate upon completion of the material). Learning activities within each benchmark are designed to be progressively more difficult, culminating with a benchmark test. Sample individual and group activities are included. The sections of each duty area are as follows: level, competencies, related skills, prerequisites, progress benchmarks, terminology, reflections, benchmark task, basic content areas, sample learning activities, resources, additional learning activities, and worksheets. The guide also contains directions for use, addresses of publishers of instructional resources, and a topical index. (KC)

ED 394 073

CE071495

# KENTUCKY COMPETENCY-BASED ADULT EDUCATION CURRICULUM

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**1992-1995**
**University of Kentucky, College of Education**
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# PREFACE

The Kentucky Competency-Based Adult Education (KCBAE) curriculum project represents a three-year effort culminating in an instructional guide for adult education and literacy programs throughout Kentucky. The first year of the project resulted in organization of committees, the design phase for the guide, and a list of competencies for adult education and literacy.

During the second year of the project, intensive work was completed to write 58 curriculum guides for a minimum of three levels (beginning, intermediate, and advanced). The evaluation plan was developed during the project's second year, and assessment instruments identified.

Curriculum materials and assessment items were field tested in 14 Kentucky and 3 West Virginia programs during the third project year. The field test provided feedback on the appropriateness of design, the curriculum content and activities, and the assessment instruments.

KENTUCKY FIELD TEST SITES AND FIELD TEST COORDINATORS:
Bardstown-Nelson County Learning Center, Bardstown (Diane Wise)
Barren County Literacy Program, Glasgow (Flo Strange)
Bullitt County Adult Literacy Center, Shepherdsville (Jim Boswell)
Christian County Adult Learning Center, Hopkinsville (Bev Thomson)
Covington PACE/9th District School, Covington (Johanna Willis)
Hardin County Adult Learning Center, Elizabethtown (Renae Harrison)
Laurel County Literacy Program, London (Kathryn Hardman)
Logan County Literacy Program, Russellville (Cheryl Kelley)
Morehead State University--Licking Valley Center, West Liberty (Barbara Motley)
Northpoint Training Center, Burgin (Henrietta Cannon)
Pewee Valley Center, Peewee Valley (Rebecca Knisely)
Prestonsburg Community College, Pikeville (Caroline Owens)
Pulaski County PACE Program, Somerset (Pat Richardson)
Shiloh Adult Learning Center, Lexington (Patricia Barkley)

WEST VIRGINIA FIELD TEST SITES AND FIELD TEST COORDINATORS:
Ceredo JOBS Center, Ceredo, Wayne County (Mary Ann Thomas)
Princeton Learning Center, Princeton (Marcia Ware)
Jackson County Schools, Ripley (Jerry Grady)

# RESOURCE AND COMMITTEE CREDITS

Appreciation is extended to the many persons, organizations, and agencies who contributed to the KCBAE Project through participation in the design and development of the curriculum or through shared resource materials. Teresa Suter, Commissioner for Adult Education and Literacy, Cabinet for Workforce Development, gave freely of her valuable time and support throughout the three-year project. Wilburn Pratt, Harry Baker, and Dr. Ruthann Phillips from the Department for Adult Education and Literacy assisted in the initiation and monitoring of the KCBAE project, as well as actively participating in committee meetings. The appendices include a complete list of committee members who worked on various phases of the curriculum or served on the advisory committee, and a special acknowledgment section lists information sources for the project.

A special thanks is extended to Dreama Ward who spent many hours at the computer to input and print the curriculum guide and evaluation plan and to Pat Miller who assisted with drafts for the field test materials. Appreciation is also extended to Debbie Nunley who served as research assistant during the first year of the project. Dr. Charles Byers, Department Chairman for the first two years of the project, gave valuable assistance and guidance for project operational procedures. Dr. Eddy Van Meter, Department Chair for the third year of the project, provided support and encouragement for project completion. Mary Ann Belcher, Jonathon Prasse, Leisha Horton, and Linda Clark handled the financial procedures and kept project paperwork flowing smoothly and efficiently.

# CURRICULUM WRITERS AND EDITORS

**Special recognition is due the following list of adult educators who wrote one or more sections of the KCBAE Curriculum Guide:**

| | |
|---|---|
| **Patricia Barkley, Lexington**<br>**Shiloh Adult Learning Center** | **Mathematics Ib** |
| **Patricia Barkley and Brenda Fitzpatrick, Lexington**<br>**Shiloh Adult Learning Center** | **Mathematics Ia; Home Management I** |
| **Kaye Beall, Frankfort**<br>**Department for Adult Education and Literacy** | **Consumer Economics I, II, and III** |
| **James Boswell, Shepherdsville**<br>**Bullitt County Adult Literacy Center** | **Science I, II, and III** |
| **Roberta Brown, West Liberty**<br>**MSU-Licking Valley Adult Learning Center** | **Cultural Diversity I, II, and III** |
| **Luther Carte, Dry Ridge**<br>**Grant County Adult Education** | **Mathematics IIIc** |
| **Marian Colette, Williamsburg**<br>**Whitley County Communities for Children** | **Community Resources I and III** |
| **Maureen Cordell, Versailles**<br>**Woodford County Adult Learning Center** | **Self-Management II and III** |
| **Janice Crane, Nicholasville**<br>**Jessamine County Adult Learning Center** | **Communication (Reading) I**<br>**Competency Checklist** |
| **Laura Dake, Versailles**<br>**Workplace Skills Project**<br>**Texas Instruments** | **Social Sciences IIIa and IIIb**<br>**Communication (Reading) III** |
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| **Krista Lee, Louisa**<br>**Lawrence County Literacy Program** | **Interpersonal and Social I, II, and III**<br>**Self-Management I** |
| **Faye Matthews, Russellville**<br>**Logan County Adult Learning Center** | **Employability III**<br>**Family Relationships I, II, and III** |
| **Barbara Motley, West Liberty**<br>**MSU-Licking Valley Adult Learning Center** | **Health Education/Wellness I**<br>**Employability I**<br>**Home Management II** |
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| | |
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| Jeanette Shouse, Jackson<br>Breathitt County Literacy Program | Technology and Tools I, II, and III |
| Dana Cosby Thomas, Bowling Green<br>Sumitomo Electric Wiring Systems | Social Sciences II<br>Government/Citizenship II |
| Jimmy Wilkerson, Jamestown<br>Russell County Adult Education | Government/Citizenship I |
| Johanna Willis, Covington<br>PACE/9th District School | Thinking Skills I and II<br>Mathematics II<br>Government/Citizenship III |

The following duty (subject) areas were written by the Project Director: Home Management III, Communication (Speaking and Listening) II and III, and Communication (Writing) III. Employability II was written by the Curriculum Consultant.

Rebecca Knisely, Johanna Willis, and Jim Boswell reviewed suggestions by field test coordinators and edited the curriculum guide to reflect suggested changes. The work completed by the writers, field test coordinators, editors, and committee members was critical to the success of the curriculum. The high involvement of adult educators in the field made this curriculum truly a product of the people who work in Kentucky's adult education programs.

The following consultants assisted throughout the KCBAE Curriculum Project, and appreciation is extended for their expertise, assistance, and support:

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# ORGANIZATION OF THE CURRICULUM GUIDE

This curriculum guide has been developed to assist adult education teachers throughout Kentucky with the preparation of Kentucky's adult citizens to function in today's society and to meet the challenges of the 21st Century. Materials in this guide go beyond preparing adults to pass a test to qualify for a General Equivalency Diploma (GED). Although completing a high school program as evidenced by the GED remains an important goal, the GED is only a portion of the continuous educational development and life skills needed by today's adults. This curriculum encompasses educational growth in the traditional subject areas plus related life skills such as critical thinking skills, self-management, interpersonal skills, and technology and tools.

Materials in this guide are not intended to be covered in entirety by any one student. The curriculum establishes a framework of content and activities for adult education and literacy programs; it is to be used by teachers as a resource from which appropriate student goals (benchmarks) and learning activities may be selected. Adult learners come to programs with recognized needs. Their basic skill functional level must be determined and their expressed needs addressed. Duty (subject) areas, progress benchmarks, and learning activities should be selected based on individual student needs and interests. Although the curriculum guide is divided into 16 duty areas, learning activities integrate academic skills with life skills throughout the curriculum. The teacher may use the Related Skills section on the first page of each level of a duty area, along with the topical index in the appendices, to identify additional learning activities for a specific competency, progress benchmark, or content area. Students should become familiar with the variety of competencies that may be developed through their work in the adult education and literacy programs.

The curriculum guide covers 16 subject categories (duty areas) identified through a modified DACUM process as important for adults to adequately function in today's society. Each subject area is divided into 3 levels of instruction: Beginning (literacy level), Intermediate (ABE), and Advanced (Pre-GED). A separate section of the guide covers each level of each subject area. Mathematics (Beginning and Advanced) and Social Studies (Advanced) are subdivided into additional sections.

Each section of the guide is further divided into 6 progress benchmarks that represent performance goals (what students should be able to demonstrate upon completion of the material). These benchmarks are derived from the competency statements. Learning activities within each benchmark are designed to be progressively more difficult. After completing reading assignments and hands-on activities similar to the sample learning activities under each progress benchmark (PB), students should be able to demonstrate proficiency by satisfactorily completing the benchmark task or passing a test selected or developed by the teacher.

When a student satisfactorily completes a level within a duty (subject) area, a certificate should be given to the student showing the competencies mastered. A sample certificate that may be duplicated is provided to each adult education and literacy program for this purpose. Students are not expected to cover all learning activities in a subject area. When the student demonstrates mastery of the progress benchmarks, as listed on the first page of the section, a certificate may be granted for that area and level. Students may "test out" on selected benchmarks because of prior experience or education.

The sample learning activities included in the guide have a mix of individual and group activities. At the end of each task, "I" indicates a task to be completed by the individual student. "G" indicates that the task is to be completed by two or more students or is a total group activity. The "ET:" at the end of each learning activity shows the estimated time for completion of the activity. It is recognized that these times will vary based on individual circumstances.

Each Progress Benchmark Task has "Basic Content Areas" listed to alert the adult educator to content knowledge that students should read and practice through use of appropriate resource materials. As the student's content knowledge increases, integrating the learning activities from the curriculum guide will provide realistic applications of the knowledge base. At the end of each section of the curriculum guide, a resource list shows possible books and multimedia that include the types of content students should cover, either in conjunction with performance of the learning activities or prior to beginning.

Books or materials other than those listed may be used if the content areas are covered. A variety of resources are given at the end of each curriculum section since teachers do not all have the same books available. It is not intended that all of the listed resources would be needed in any one center. In some cases, none of the listed resources may be needed if the local center has other materials which cover the topics to be covered.

The following table shows the meaning of each section of the guide and describes its use:

| Curriculum Guide Section | Definition and Use |
|---|---|
| Duty Area | Subject area to be covered. |
| Level (I = Beginning; II = Intermediate; III = Advanced) | Indication of the degree of knowledge and experience required for completion. May be equated with Literacy, ABE, and Pre-GED; however, some students may work in different levels for different subject areas. |
| Competencies | What the student should know or be able to do after completing appropriate sections of the curriculum. |
| Related Skills; also listed as "CR" (Cross Reference) in parenthesis in each section after the "PB" number; such as "PB 1" (CR: 2.01) | Cross-references of other subject areas integrated with benchmark tasks and learning activities. The topical index in the appendices shows page numbers and Progress Benchmark numbers related to an alphabetical list of skills. |
| Prerequisites | Identification of what students should know or be able to do prior to beginning a section of the curriculum. |
| Progress Benchmarks (PB) | Kinds of tasks students must be able to do to successfully complete this subject area at this level. Numbers in parentheses after the Progress Benchmark (PB) number identify the competencies covered. The numbers shown come from the master list of "Duty Areas and Competencies for Kentucky Adult Education and Literacy," pp. B7-B11. |
| Terminology | Terms from the lessons that students should know after completion of this section of the curriculum. |
| Reflections | Motivational statements about why this subject content is important for students to learn. |
| Benchmark Task | A specific task that may be used for a student to demonstrate satisfactory completion of a progress benchmark. May be used for informal assessment as part of the instructional process. |
| Basic Content Areas | Knowledge that students should cover using resource materials prior to or concurrent with completion of learning activities. |

| Curriculum Guide Section | Definition and Use |
|---|---|
| Sample Learning Activities | Relevant instructional activities that require students to apply the knowledge required for mastery of the progress benchmarks and competencies. Teachers may add, delete, or change these activities to meet local or student needs. |
| Resources | Suggested books, software, videotapes, or other resources that include part or all of the content necessary to perform the learning activities and benchmark tasks. A variety of resources are listed. Centers are not expected to have all of these resources and may have none of the listed resources if other materials at the center cover the content. |
| Additional Resources | Resource materials added by the teacher that are not listed in the Resources section but which cover the content for one or more benchmark tasks. |
| Additional Learning Activities | Instructional activities that the teacher may wish to add or substitute for learning activities described in the guide. These activities should cover the same content but may be more appropriate because of local resources and students' needs or interests. |
| Attachments | Worksheets to be completed by students as part of the learning activities in this curriculum section. The specific progress benchmark (PB) number and learning activity (Activity) number are included for reference. |

## Assumptions for Curriculum Guide Use

Adult educators using this curriculum guide should review the following list of assumptions:

1. Hands-on activities for daily living and/or the workforce should be a part of instruction in all duty (subject) areas. A variety of learning activities are presented in the guide. These activities may be used, modified, or deleted, and other activities may be used as appropriate to the local situation and student needs.

2. Communication and mathematics are key skills and are integrated throughout the curriculum, as well as the focus of instruction in the first two subject areas of the guide. The topical index of skills listed in the appendices will help locate other subject areas and related activities.

3. Daily living skills and employability skills are integrated throughout the curriculum, in addition to being distinct subject content areas.

4. The curriculum guide includes beginning, intermediate, and advanced levels for 16 subject areas. These areas define the Adult Education and Literacy curriculum framework. The guide, however, should serve as a reference for learning activities and resources. Adult educators select from the guide those sections and those learning activities appropriate for the individual students and the locale.

5. **Adult education students have diverse backgrounds and varied needs. There is no expectation that a student would complete all 16 subject areas. Student need and skill level assessment should determine the selection of subject areas, levels, and learning activities for study and completion. A complete record should be kept for each student that documents the subject areas, levels, and progress benchmarks completed.**

6. **Resources listed at the end of each level of each subject area include multiple references that cover part or all of the content areas; however, all references listed would not be needed to teach the subject area. Adult centers may have other references that include the content areas equally well. The main point is that reading reference material and including skill practice exercises should accompany the use of hands-on learning activities. In some cases, learning activities specify reading and practice. Where reading and skill practice is not specifically listed, it is assumed that references will be used for the subject content knowledge.**

7. **The curriculum guide promotes interaction among students, teachers, and the community, thus, indirectly promotes communication, collaboration, problem solving, and thinking skills.**

8. **Levels of difficulty for each subject are identified as beginning, intermediate, and advanced. Correlation of these skill levels approximate previous designations of literacy, adult basic education, and pre-GED.**

## Directions for Instructional Use

1. **Familiarize yourself and teachers with the curriculum guide and assessment plan (a minimum of a one-day inservice is recommended).**

2. **To start students in the curriculum -**
    a. **pre-test the students,**
    b. **discuss test results with the student on an individual basis and have the student select the subject (duty) areas after discussing the activities and student goals,**
    c. **select appropriate activities and tasks and prepare a prescriptive summary sheet (Student Progress Record) prepared to identify for the student work to be done and to begin a summary record for the student folder of work to be checked off as completed, and**
    d. **plan for individual and group activities; as appropriate, use students as peer tutors or as partners in completing some of the learning tasks.**

3. **If the student begins at the literacy level as a non-reader, the teacher or tutor should work closely with the student to develop a beginning reading vocabulary. Learning activities in Communication (Reading I) may be used, as well as Communication (Speaking and Listening I).**

4. **Make changes in curriculum learning activities, as appropriate, to address the needs of the student and the local situation.**

5. **Identify appropriate resources that cover content for each duty (subject) area.**

6. **Determine feasible field trips. Hold discussions with students about trips before deciding where to go. Let students choose specific sites, where possible.**

7. **Keep student work in student folders, along with test results and required student data.**

# Evaluation of Instruction

1. **Study the KCBAE Curriculum Evaluation Notebook and become familiar with the assessment plan.**

2. **Begin formal testing only after an initial interview and discussion of the student's goals and interests.**

3. **Administer the TABE and a performance task as a pre-test and post-test. The performance task can help determine how well the student can apply knowledge to complete a task. After approximately 50 hours of instruction and again prior to exit, repeat the TABE and give another performance task. In most cases, the post-test performance task would differ from the one given for the pre-test. However, the same task may be given a second time if the student was unable to do very little of the task on the pre-test.**

4. **During instruction, evaluate the student's work through test scores, completion of benchmark tasks, class participation, and teacher observation.**

5. **On a regular basis, determine how students perform learning activities. Provide assistance as needed.**

6. **Use a student folder to document progress and to keep a record of student enrollment data.**

# DUTY AREAS AND COMPETENCIES FOR KENTUCKY ADULT EDUCATION AND LITERACY 1995

| DUTY AREA | COMPETENCIES | | | |
|---|---|---|---|---|
| 01. SCIENCE | 1.01 Demonstrate knowledge of natural resources | 1.02 Demonstrate knowledge of simple machines | 1.03 Discuss properties of classifications of matter | 1.04 Discuss factors influencing our environment |
| | 1.05 Demonstrate knowledge of human biology | 1.06 Identify characteristics of plants and animals | 1.07 Apply scientific methods to life situations | |
| 02. HEALTH EDUC. AND WELLNESS | 2.01 Demonstrate a knowledge of health care systems | 2.02 Identify health services available in the community | 2.03 Explain how to access health services | 2.04 Demonstrate knowledge of patient rights |
| | 2.05 Demonstrate basic life-saving maneuvers | 2.06 Distinguish between acute and non-acute health problems | 2.07 Demonstrate mental and emotional wellness behaviors and practices | 2.08 Explain the relationship of mental and physical health |
| | 2.09 Practice health maintenance behavior and identify high-risk behaviors | 2.10 Demonstrate a knowledge of responsible drug and medication use | 2.11 Identify measures to maintain a healthy and safe environment | 2.12 Practice good grooming and personal hygiene |
| | 2.13 Describe how diseases are transmitted and prevention measures | 2.14 Demonstrate ability to complete medical and dental history forms | | |
| 03. MATHEMATICS (COMPUTATION) | 3.01 Compute using whole numbers | 3.02 Compute using fractions | 3.03 Compute using decimals | 3.04 Compute using percentages, ratio, and proportion |
| | 3.05 Convert decimals to fractions or per cent | 3.06 Solve word problems | 3.07 Apply equations or formulas to solve problems | 3.08 Count money and make change |
| | 3.09 Measure geometric shapes, lines, or angles | 3.10 Calculate linear dimensions, volume and area | 3.11 Calculate units of time | 3.12 Interpret scale drawings |
| | 3.13 Interpret and use probability and statistics | 3.14 Demonstrate estimation and mental arithmetic skills | 3.15 Demonstrate basic knowledge of the metric system | 3.16 Demonstrate consumer math skills: i.e., banking, cost comparisons, invoices, interest, and wages |
| | 3.17 Interpret data in maps, charts, tables, and graphs | 3.18 Prepare data in table, graph, and chart formats | | |

## DUTY AREAS AND COMPETENCIES FOR KENTUCKY ADULT EDUCATION AND LITERACY

| DUTY AREA | COMPETENCIES | | | |
|---|---|---|---|---|
| 04. TECHNOLOGY/ TOOLS | 4.01 Demonstrate knowledge of computer applications | 4.02 Demonstrate use of measuring tools | 4.03 Demonstrate ability to use electronic technology | |
| 05. CONSUMER ECONOMICS | 5.01 Demonstrate a knowledge of personal taxes and preparation of simple tax forms | 5.02 Identify available housing options and services | 5.03 Identify ways to reduce utility costs | 5.04 Demonstrate money management knowledge: payroll, credit, banking, and budgeting |
| | 5.05 Explain and demonstrate comparison shopping for goods and services | 5.06 Identify criteria for selection of major household appliances | 5.07 Demonstrate knowledge of automobile maintenance and purchase procedures | 5.08 Demonstrate knowledge of consumer protection laws for transactions: contracts, leases, and fraud protection |
| | 5.09 Determine insurance needs and basic types of coverage | | | |
| 06. HOME MANAGEMENT | 6.01 Demonstrate knowledge of good nutritional practices | 6.02 Demonstrate knowledge of clothing care and laundry techniques | 6.03 Demonstrate knowledge of home maintenance | 6.04 Demonstrate knowledge of home housekeeping practices |
| | 6.05 Demonstrate knowledge of local ordinances for neighborhood safety and security | 6.06 Demonstrate knowledge of safe storage and handling for foods, medicines, chemicals, and household goods | 6.07 Demonstrate knowledge of simple food preparation techniques | |

# DUTY AREAS AND COMPETENCIES FOR KENTUCKY ADULT EDUCATION AND LITERACY

| DUTY AREA | COMPETENCIES | | | |
|---|---|---|---|---|
| 07. FAMILY RELATIONSHIPS | 7.01 Identify positive and negative family characteristics | 7.02 Identify human life cycle stages | 7.03 Demonstrate knowledge of parenting skills | 7.04 Discuss different family structures |
| 08. INTERPERSONAL/SOCIAL SKILLS | 8.01 Demonstrate ability to initiate and carry on conversation | 8.02 Demonstrate problem-solving skills | 8.03 Demonstrate appropriate behavior in social situations | 8.04 Demonstrate teamwork skills for effective group work |
| 09. SELF-MANAGEMENT SKILLS | 9.01 Exhibit self-reliance | 9.02 Demonstrate ability to learn on one's own (life-long learning skills) | 9.03 Demonstrate time management | 9.04 Demonstrate ability to set priorities |
| | 9.05 Evaluate personal needs and goals | 9.06 Demonstrate how to locate and use assistance from community resources | 9.07 Analyze ability to be flexible and adaptable | 9.08 Exhibit resourcefulness |
| | 9.09 Recognize and practice activities to build self-esteem | 9.10 Identify the process to obtain a driver's license | 9.11 Recognize and demonstrate behaviors appropriate for given situations | 9.12 Demonstrate self-control and responsibility for one's own behavior |
| | 9.13 Demonstrate decision making based on one's ethical values | 9.14 Demonstrate knowledge of community laws, regulations, and mores | 9.15 Identify and select recreational and cultural leisure-time activities | |
| 10. EMPLOYABILITY AND OCCUPATIONAL | 10.01 Demonstrate job-search skills | 10.02 Identify information about job training opportunities | 10.03 Explore career options and educational requirements | 10.04 Describe employee/employer rights and responsibilities |
| | 10.05 Demonstrate knowledge of work maturity skills | | | |

## DUTY AREAS AND COMPETENCIES FOR KENTUCKY ADULT EDUCATION AND LITERACY

| DUTY AREA | COMPETENCIES | | | |
|---|---|---|---|---|
| 11.<br>COMMUNICATION<br>SKILLS | 11.01 Demonstrate listening skills | 11.02 Demonstrate verbal communication skills | 11.03 Demonstrate written communication skills | 11.04 Demonstrate ability to give and receive messages |
| | 11.05 Interpret non-verbal communication | 11.06 Write legibly | 11.07 Demonstrate a functional vocabulary | 11.08 Comprehend written materials |
| | 11.09 Demonstrate correct oral and written English: grammar, spelling, punctuation, and capitalization | 11.10 Distinguish between fact and opinion | 11.11 Use research tools to locate information | 11.12 Apply instructions or information from manuals or reference materials |
| | 11.13 Demonstrate awareness of various forms of literature | 11.14 Communicate ideas and feelings through music, movement, and art | | |
| 12.<br>THINKING<br>SKILLS | 12.01 Use effective learning techniques to apply new knowledge and skills | 12.02 Demonstrate decision-making skills | 12.03 Organize information | 12.04 Demonstrate ability to follow a problem-solving process |
| | 12.05 Demonstrate critical thinking skills | 12.06 Demonstrate creative thinking | 12.07 Demonstrate accurate assessment of one's own knowledge and skill | 12.08 Demonstrate logical reasoning |
| 13.<br>SOCIAL<br>SCIENCES | 13.01 Identify historical events, issues, and key personalities in Kentucky history | 13.02 Describe historical events, issues, and trends in U.S. history | 13.03 Demonstrate knowledge of U.S. geography | 13.04 Identify significant historical events, issues, and trends in world history |
| | 13.05 Demonstrate knowledge of world geography | 13.06 Identify geographic areas and characteristics of Kentucky | | |

# DUTY AREAS AND COMPETENCIES FOR KENTUCKY ADULT EDUCATION AND LITERACY

| DUTY AREA | COMPETENCIES | | | |
|---|---|---|---|---|
| 14. GOVT./ CITIZENSHIP | **14.01 Identify requirements for U.S. citizenship and citizen responsibilities** | **14.02 Interpret individual tax requirements** | **14.03 Identify and describe the form of government in the United States** | **14.04 Describe the election process** |
| | **14.05 Demonstrate environmental awareness** | **14.06 Describe different forms of government** | **14.07 Apply democratic principles: justice, equality, responsibility, choice, and freedom** | |
| 15. CULTURAL DIVERSITY | **15.01 Demonstrate knowledge of major ethnic and cultural differences and customs** | **15.02 Exhibit awareness and respect for individual differences** | **15.03 Recognize discriminatory behaviors and practices in self and others and identify ways to alter such behavior** | **15.04 Recognize the negative effects of stereotyping by race, gender, culture, or religion** |
| 16. COMMUNITY RESOURCES | **16.01 Identify and access community resources** | **16.02 Demonstrate knowledge of transportation options and how to use them** | | |

## Duty Area: COMMUNICATION SKILLS (READING)

KCBAE Level I

Beginning Level

**COMPETENCIES:**

| | |
|---|---|
| 11.07 | Demonstrate a functional vocabulary |
| 11.08 | Comprehend written materials |
| 11.10 | Distinguish between fact and opinion |
| 11.11 | Use research tools to locate information |
| 11.12 | Apply instructions or information from manuals or reference materials |
| 11.13 | Demonstrate awareness of various forms of literature |

### RELATED SKILLS

- * Mathematics 3.01, 3.16
- Science
- Health/Wellness
- Technology/Tools
- Consumer Economics
- * Home Management 6.01, 6.05
- Family Relationships
- Interpersonal/Social
- * Self-Management 9.01, 9.06
- Employability
- Communication
- * Thinking 12.05, 12.08
- Social Sciences
- Govt./Citizenship
- Cultural Diversity
- * Community Resources 16.01

### PREREQUISITES

Demonstration of verbal communication skills
Recognition of common signs and symbols
Discrimination of same and different patterns
Auditory discrimination

### PROGRESS BENCHMARKS

1. Recognize survival words and symbols
2. Use phonics awareness, and context clues
3. Recognize root words, prefixes, suffixes, compound words, and abbreviations
4. Read labels, dates, and prices
5. Use directories, advertisements, and schedules for information
6. Read for content meaning
7. Identify fact and opinion
8. Recognize figurative language and emotions conveyed by the written word; use prediction skills

### TERMINOLOGY

Terms that students should know or learn as part of this lesson.
Days of Week Months of Year Family Names Affix Suffix Prefix
Sight Words (will vary with individual students)
Utility Words (e.g., an, and, the, there, were, where)
Survival Words (e.g., exit, women, men)
Vowel Patterns (e.g., an, at, it)

### REFLECTIONS

Learning to read better helps you to communicate more effectively in every part of your life--in relationships, in the home, and on the job. As you increase your ability to read and understand new words, you will also increase your ability to separate fact from opinion and to locate and use information to solve everyday problems. As you experience poetry, fact, and fiction and learn to get greater meaning from the written word of both song and story, it will become even more obvious how reading can enrich your life.

**COMPETENCIES 11.07, 11.08, 11.10, 11.11, 11.12, 11.13**

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## SAMPLE LEARNING ACTIVITIES

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PB1 (11.07, 11.08) (CR 9.01)
Benchmark Task: Read basic words from student's oral survival words. Make the connection between oral and written communication.

(Basic content areas: Word recognition, universal symbols, speaking, recall)

### NON-READER

1. Identify through conversation with a student a language experience story of no more than five sentences. Write down the student's exact words. Read the story back to the student and ask if there are any changes to be made. (I, ET: 20 min.)

2. Print the story in a notebook for the student to read. Begin each sentence on a new line. Call attention to basic sight words and end punctuation. Continue adding to this booklet and review all stories with the student. (I, ET: 20 min. each time)

3. Make mini-flash cards of sight words used in the language experience stories. Tell the student to practice recognizing the sight words. Direct the student in playing Word-O- (similar to Bingo but with sight words in the squares). (I, ET: 15 min. each time)

4. Make flash cards of meanings of common signs and symbols (road signs, rostrums, exit, no smoking). Tell the student to match the meanings with the appropriate words. When the student is doing well, reverse the process. Have him or her read the words first, then check himself/herself by turning the cards over. (I or pairs, ET: 5 min. each time)

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PB 2 (11.01, 11.07, 11.08)
Benchmark Task: Increase sight word vocabulary and begin phonics awareness.

(Basic content areas: Word recognition, phonics awareness, context clues, auditory discrimination)

### EARLY READER

1. Administer a basic reading diagnostic test to determine the student's needs: phonics, comprehension, sound discrimination, and vision. (SLOSSON, READ, SPACHE) (I, ET: Varies with each student. Spend no more than 30 min. at a time)

2. Help the student select reading materials that interest him/her and that are written on a level that enables the student to experience initial success. (I, ET: 20 min.)

3. Develop phonics awareness with words that begin with the same consonant sounds. Relate this to the words on the first page of student-selected reading materials and language experience stories. (I, ET: 10 min. each time)

**COMPETENCIES 11.07, 11.08, 11.10, 11.11, 11.12, 11.13**

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**SAMPLE LEARNING ACTIVITIES**

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**PB 2 (Continued)**

4. Continue with a good phonics text and relate each new letter sound to the student's words, as well as to the key phonics words from the text. (I, ET: 30 min. each time)

5. After teaching new words that will be encountered, allow the student to work on passages alone before reading these aloud to the tutor. (I, ET: 30 min. each time)

6. Ask the student questions related to the following to check comprehension: recall of the facts, understanding of the setting, predicting what will happen, retelling the story. (I, ET: 15 min.)

7. When a student comes to a word that he/she does not know, ask him or her to continue reading the rest of the sentence. Then, ask the student if he or she can guess the word. (I, ET: 5 min. each)

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**PB 3 (11.03, 11.07, 11.08)**
Benchmark Task: Read calendar words, dates. Recognize and write abbreviations, compound words, and root words. Know common affixes and prefixes and their meanings.

(Basic content areas: Recognizing words for months and days, dates written in varied formats, common abbreviations, compound words)

1. Tell students to use a calendar and read the names of months and days. Instruct the students to make their own flash cards on one color for days of the week, another color for the months. Tell students to practice their days of the week and months by putting each group in the correct order. Ask the students to learn the spelling of each word. (I, ET: 30 min. initial, 10 min. practice)

2. Instruct the students to recognize the dates written in words and in numbers; e.g., 5/7/95, May 7, 1995, and May seventh, nineteen ninety-five. Have the students read the dates to a tutor using words. (I or G, ET: 10 min.)

3. With a tutor, have the student make a list of common abbreviations. Ask the student: Why do we use abbreviations? Instruct the student, using a page from the newspaper classifieds, to circle all the abbreviations found by him/her. (I or G, ET: 20 min.)

4. Given a list of words, ask the students to match and write the abbreviation for each. Instruct the students to address envelopes using correct abbreviations. (I, ET: 15 min.)

5. Give the students a list of compound words. Discuss with the students the meaning of a compound word and its parts. Ask the students to write each word on the list as two separate words. (I, ET: 15 min.)

**COMPETENCIES 11.07, 11.08, 11.10, 11.11, 11.12, 11.13**

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**SAMPLE LEARNING ACTIVITIES**

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**PB 3 (Continued)**

6. Help the students make lists of verbs. Instruct the students to write the verbs with -ing and -ed endings. Ask the students to read each new word and use it orally in a sentence. Using books that the students are reading, ask them to point out any words with endings. Tell the students to notice that the spelling changes for some words (try--tried). (I, ET: 30 min.)

7. Now ask the students to do the opposite of #6. Tell the students to find words that have endings added. Instruct the students to write the root word (Tutors--include -ing, -ed, -y, -ly, -iest, -er, -less). Ask the students to look for root words that have prefixes added (re-, inter-, un-, dis-). Ask the students: How do the affixes and prefixes change the meaning of the word? (I or G, ET: 30 min.)

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**PB 4 (11.08, 11:10, 11.11, 11.12) (CR 3.01, 3.16)**
Benchmark Task: Use coupons and advertisements to order from a menu.

(Basic content areas: Recognizing and writing food names, reading dates and prices)

1. Using a prepared shopping list for a trip to the supermarket, write down the items below the aisle heading where you would most likely find it; e.g., dairy products, beverages, produce. (I, ET: 15 min.)

2. Plan daily and/or weekly well-balanced and nutritional menus using word cards of key foods (hamburger, cheese, salad) color coded in food groups: fruits & vegetables; grains, breads & cereals; milk products; beans, nuts, meat & fish. Use the food pyramid as a guide. (I, ET: 1 hr.)

3. Go to the grocery store, locate and make a list of foods on the shelf that you can get in a restaurant already made; e.g., hamburger, bun, onion, tomato. Compare the cost to make it with the estimated restaurant cost. (I & G, ET: 30 min.)

4. Collect menus from restaurants and practice reading focusing on key words, and variations of formats. Answer orally sample questions related to each menu; eg., Which restaurant serves more than two kinds of soup? (I, ET: 30 min.)

5. Cut out and sort advertisements and coupons from the newspaper, junk mail and catalogues. Check for expiration dates and compare values. (I, ET: 1 hr.)

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**PB 5 (11.11, 11.12) (CR 9.06, 16.01, 16.02)**
Benchmark Task: Use real-life materials to locate and use information; e.g., phone books, primary dictionary, TV schedule, newspaper advertisements, job applications.

**COMPETENCIES 11.07, 11.08, 11.10, 11.11, 11.12, 11.13**

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**SAMPLE LEARNING ACTIVITIES**

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PB 5 (Continued)

(Basic content areas: Recognizing letters, alphabetical order, using an index, reading job want ads, reading directories and transportation schedules)

1. Practice doing drills putting sets of letters in correct alphabetic order; e.g., PROSQ becomes OPQRS, FHEDG becomes DEFGH. From a random list of letters, determine which letter comes before and after a particular letter. Practice arranging words in alphabetical order. What do you do when two or more words begin with the same letter? (I, ET: 30 min.)

2. Names are listed alphabetically by last name in the phone book. When several people have the same last name, how are they listed? Write the names of 10 family members (aunts, uncles, and cousins) and friends in the order they would appear in a phone book. (I, ET: 20 min.)

3. Using the newspaper index, complete a chart of where to find specific stories and/or headlines. The chart would include topics, pages, and sections. (I, ET: 20 min.)

4. Read a sample help-wanted ad and notice the information given about each job, answer questions about the ads; e.g., To ask about the nurse's aide job, what time should you call? How many attendants are needed at the service station? Between what hours should a person apply at Ted's Steak House? (I, ET: 20 min.)

5. Obtain a job application. List and review any unfamiliar words. Look up the words in your classroom dictionary (alphabetically again). Tell in your own words what each word means. You may be uncertain how to complete some sections of the application. Discuss those sections with your teacher. (I, ET: 30 min.)

6. Locate the listing from a telephone book of a grocery store, restaurant, construction company, hospital garage, and school. List the name, address, telephone number of each. (I, ET: 15 min.)

7. Using a bus schedule, list all the stops a particular bus would make between two points assuming the bus made every stop. (I, ET: 15 min.) & (G, ET: 10 min.)

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PB 6 (11.07, 11.08, 11.13) (CR 9.15)
Benchmark Task: Select and read a personal interest story or poem and tell the story to someone else (a classmate or teacher).

(Basic content areas: Word meanings, context clues, reading labels and safety directions, communicating orally, reading for the main idea, summarizing)

**COMPETENCIES 11.07, 11.08, 11.10, 11.11, 11.12, 11.13**

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**SAMPLE LEARNING ACTIVITIES**

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**PB 6 (Continued)**

1. **Write or state the meaning of unfamiliar words in a series of sentences using context clues. (I, ET: 10 min.)**

2. **Read medicine bottles and/or cleaning agents and have student(s) restate in own words the "fine print" information on the labels substituting familiar words for unfamiliar words. (I or G, ET: 15 min.)**

3. **Read passages from a workplace safety manual and give the main idea of each passage. (I, ET: 10 min.)**

4. **Think of a scene that you remember well from a movie or TV show. Tell what happened in that scene in sequence. Each person in the group shares a cartoon strip that he or she enjoyed. Cut the frames apart and put in an envelope. Trade envelopes and sequence the frames you receive. (G, ET: 25 min.)**

5. **Select a very short story to read. Summarize what the story was about in 2 or 3 short sentences. You might enjoy using Slices of Life (See Resources.). (I or G, ET: 25 min.)**

6. **Find the main idea or topic sentence of each paragraph of a story you select. (Teacher guided, I, ET: 15 min. each time.)**

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**PB 7 (11.07, 11.08, 11.10) (CR 12.05, 12.08)**
**Benchmark Task: Read a newspaper story or editorial and make a list of facts from the story and a list of opinions.**

**(Basic content areas: Distinguish facts from opinions, restate ideas, interpret meaning, draw conclusions, write sentences, recognize points of view)**

1. **What is the difference between fact and opinion? How is this different from just true or false? (I or G, ET: 10 min.)**

2. **Use magazine, newspaper ads, radio, and television commercials. Give examples of facts and opinions. Where else can you find examples of facts and opinions? (I or G, ET: 25 min.)**

3. **Select and read an article from the National Inquirer or other similar publication. Ask your partner for an opinion on the believability of the article. Restate in your words what you think your partner said. Ask if you restated his/her opinion correctly. (Pairs, G, ET: 15 min.)**

4. **Read three letters to the editor about the same topic and decide which one you most agree with and why. From each letter, what conclusions can you draw about the author's point of view? (I or G, ET: 20 min.)**

**COMPETENCIES 11.07, 11.08, 11.10, 11.11, 11.12, 11.13**

**SAMPLE LEARNING ACTIVITIES**

**PB 7 (Continued)**

5. Rewrite 10 factual sentences to form opinions. (I, ET: 20 min.)

6. Compare 2 interpretations of the same accident report by answering a series of questions; e.g., Do you think both interpret the incident in the same way? Which restatement do you think is more accurate and why? Write or tell your version of the accident. (I, ET: 20 min.)

7. Alternate activity: Show a short action video clip and have each student tell what they saw. Compare and discuss. Show the clip again. (G, ET: 1 hr.)

**PB 8 (11.07, 11.08, 11.13) (CR 9.15, 12.05)**
Benchmark Task: Read a poem, play, or song lyrics and discuss with the teacher or write a summary of the meaning and a description of the emotion or feeling represented.

(Basic content areas: Interpret emotion and feeling from reading, video movie, or from music, interpret meaning, write summaries, read to locate information, identify figurative language)

1. Read the opening paragraphs of a mystery. Pick out words or clues that suggest where and when the story is taking place. (New Readers Press or similar resource) (I, ET: 30 min.)

2. Continue reading the mystery and predict what will happen next. Discuss 3 possible endings based on the information in the story. (I & G, ET: 45 min.)

3. Begin a video movie. Based on the music during the opening credits, predict what type of movie (comedy, romance, mystery) it will be. Continue watching the movie and notice how the background sounds cue what is about to happen or set the mood. Discuss. (I & G, ET: 30 min.)

4. Choose a poem or listen to one read by the teacher. Tell what the poem is about in your words. Was there a particular word or phrase that set the tone or painted a picture? (I, ET: 20 min.)

5. Read a poem, underline the figurative language and explain the intent of this language; e.g., "Her hair was a jungle," refers to it being wild and unmanageable. (I, ET: 30 min.)

6. Underline the important facts in a short story, those facts that if left out would change what happens. Draw a line through the unimportant facts or events in the story, those that would have little impact on the overall plot. Reread the story leaving out the unimportant details. Write or discuss with the teacher or another student how you felt reading the story without the unimportant details. (I, ET: 1 hr.)

# COMMUNICATION SKILLS (READING) - KCBAE Level I

**COMPETENCIES 11.07, 11.08, 11.10, 11.11, 11.12, 11.13**

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**RESOURCES**

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| | |
|---|---|
| Lexington Herald. | Slices of Life (Collection of writings by Kentucky literacy students) |
| National Textbook Company. | Essential Life Skills Series (Second Edition)<br>What You Need to Know About Reading Signs, Directions, Schedules, Maps, Charts, & Utility Bills |
| Academic Therapy Publications. | English Day By Day |
| Contemporary. | Reading Skills that Work<br>A Functional Approach for Life and Work<br>Whole Language Series<br>Viewpoints-Nonfiction Selections |
| Jamestown Publishers. | A Jamestown Classic: (Levels 4.5-5.5)<br>Diable, A Dog<br>The Masque of the Red Death<br>The Last Leaf<br>The Pit and the Pendulum<br>The Girl from Pike County<br>Mliss |
| Literacy Volunteers of America. | Tutor |
| Pendulum Press. | Readalong Books w/Tapes (Ex. Jane Eyre, A Christmas Carol, White Fang) |
| Kentucky New Reader Series. | (Levels 4-6) Home Voices, Kentuckians Before Boone, Three Kentucky Tragedies |
| Fearon. | Spellbinder Series (Levels 3-5)<br>Changing Times, Cloak and Dagger, Winners and Losers |
| Steck-Vaughn. | How to Get a Job and Keep It<br>Economics: Concepts & Applications |
| New Readers Press. | Reading Attainment<br>Laubach Skill Books (Books 1, 2, 3, 4)<br>English at Work Took Kit<br>Say the Word<br>Laubach Way to Reading Readers |
| South-Western Publishing Co. | Reading for Daily Living<br>Reading for Job and Personal Use<br>Reading for Employment |

**COMPETENCIES 11.07, 11.08, 11.10, 11.11, 11.12, 11.13**

**RESOURCES (Continued)**

### Computer Software
### IBM compatible

| | |
|---|---|
| Advantage Computing. | Alphabet Game ($39.95) |
| Queue. | Life Skills Reading I ($129.95)<br>Life Skills Reading II ($129.95) |
| Victoria Learning Systems. | Life Skills English Series: Answering Questions about Words ($44.95)<br>Completing Applications and Other Forms ($49.95)<br>Life Skills English Series: Some Everyday Reference Books ($44.95)<br>Life Skills English Series: What's There and How to Find It ($49.95) |
| New Readers Press. | Laubach Way to Reading Software |
| Lakeshore Life Skills. | Coping Skills Workbook Series<br>Facts and Sources<br>Forms and Messages<br>Signs and Labels |

**ADDITIONAL RESOURCES**

**COMPETENCIES 11.07, 11.08, 11.10, 11.11, 11.12, 11.13**

**ADDITIONAL LEARNING ACTIVITIES**

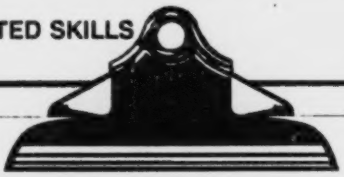
# Duty Area: COMMUNICATION SKILLS (READING)

Intermediate Level

**COMPETENCIES:**

11.07 Demonstrate a functional vocabulary
11.08 Comprehend written materials
11.10 Distinguish between fact and opinion
11.11 Use research tools to locate information
11.12 Apply instructions or information from manuals or reference materials
11.13 Demonstrate awareness of various forms of literature

## RELATED SKILLS



Mathematics
Science
Health/Wellness
Technology/Tools
Consumer Economics
Home Management
Family Relationships
Interpersonal/Social
* Self-Management 9.06
* Employability 10.03
* Communication 11.03, 11.07
* Thinking 12.05, 12.06, 12.08
Social Sciences
Govt./Citizenship
Cultural Diversity
Community Resources

## PREREQUISITES

Beginning reading skills

## PROGRESS BENCHMARKS

1. Use newspapers or magazine articles to identify details and sequence
2. Make an oral presentation using a newspaper or magazine article
3. Read and comprehend materials for pleasure, school, work and work enhancement
4. Read, interpret, and write job-related vocabulary terms
5. Read an essay and interpret literal or stated information and inferential or implied information
6. Select an issue to research and draw oral or written conclusions with a judgment on the issue

## TERMINOLOGY

Terms that students should know or learn as part of this lesson.

Propaganda
Inference
Point of view
Paraphrase
Fact
Literal
Opinion
Logical fallacy

## REFLECTIONS

Learners at this level decode. However, many have difficulty comprehending what they read. Reading comprehension taught as a unified set of processes which integrate text and situational context is more successful than teaching it traditionally as isolated subskills with worksheets and the identification of ideas and answering of questions. Research shows that teaching emphasis centering on understanding how comprehension occurs and providing models helps learners comprehend effectively. Readers find learning techniques to monitor their comprehension helpful. Instructor modeling of these techniques aids learners. Reading and writing are reciprocal processes. The instructor may want to teach intermediate writing concurrently. He/She is strongly urged to consult the references listed for additional activities, especially the works of Rice and Meyer and Keefe which were written particularly for adult education and literacy instructors.

**COMPETENCIES 11.07, 11.08, 11.10, 11.11, 11.12, 11.13**

## SAMPLE LEARNING ACTIVITIES

PB 1 (11.07, 11.08)
Benchmark Task: Use newspapers or magazines to identify details and sequence.

(Basic content areas: Expanding basic vocabulary; using context to determine meaning; identifying main ideas and supporting facts; sequencing ideas)

1. The instructor will copy sentences from a short newspaper article onto 3 x 5 cards. The learner(s) will arrange these cards in proper sequence. The instructor will point out the transitional words which are clues to proper sequence. (I or G, ET: About 20 min.)

2. The instructor will give the learner(s) a 4 to 5 paragraph article. Together they will identify the main ideas, the details which support them, and the sequence of the main ideas. The learner(s) will then repeat the process with a similar article independently. (I or G, ET: 30 min.)

3. The instructor will give learner(s) sentences copied from a newspaper or magazine article. These sentences should represent main ideas of 4-5 paragraphs. Another list of sentences supporting these ideas should be distributed. The learner(s) will arrange the details with the appropriate main ideas and place them in correct sequence. (I or G, ET: 30 min.)

4. The instructor will make several sets of cards by copying sentences from a complete passage made up of relatively short paragraphs. The instructor may want to write the passages himself/herself to ensure clear main ideas and supporting details. Each passage should contain about 30 sentences. The instructor will distribute these passages to teams of 3-4 learners. The instructor will have the learners compete to determine which can arrange the cards in the correct sequence first. (G, ET: 1 hr.)

5. The instructor will supply the learner(s) with a cartoon with 9 or 10 frames. The instructor should develop a plot diagram or simply story map for the cartoon on the board. He/She will give the learner(s) a second cartoon to develop a story map. (These relatively simple narrative structures will serve as prerequisite activities for the graphic organizers introduced later as an aid to comprehension.) (I/G, ET: 45 min.)

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PB 2 (11.02, 11.07, 11.08, 11.09) (CR 12.03)
Benchmark Task: Make an oral presentation using a newspaper or magazine article. The presentation describes the story sequence and meaning.

(Basic content areas: Communicating ideas and opinions; speaking clearly and sharing information; deriving literal and inferential meaning from reading; paraphrasing and summarizing meaning)

1. The learner(s) will read a short article of his/her choice. Newspaper articles are easily accessible. The learner(s) will then summarize the article orally for the instructor, a classmate, or the entire class. (I or G, ET: About 20 min.)

**COMPETENCIES 11.07, 11.08, 11.10, 11.11, 11.12, 11.13**

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**SAMPLE LEARNING ACTIVITIES**

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**PB 2 (Continued)**

2. The instructor will cut out comic strip frames omitting the last one. The learner(s) will try to determine what the last frame will look like and say. (I or G, ET: 5 minutes for each strip)

3. The learner(s) will read a newspaper article. The learner(s) will develop at least 3 conclusions from the article and be prepared to defend the conclusion based on the information in the article. (I or G, ET: 10 min. to read the article and 5 min. for each presentation)

4. The instructor will explain that literal comprehension deals with what the author actually says; what is explicitly stated. The instructor will provide an example from a piece of writing that he/she brings to class. He/She will explain that inferential comprehension deals with what the author means by what he says. Inferential comprehension requires the learner(s) to read between the lines and come to conclusions not directly stated. The instructor will also provide an example of an inference. The learner(s) will then be given one or two passages and asked to distinguish between literal facts and inferences. The learner(s) should also be asked to explain these inferences. (I/G, ET: 1 hr.)

5. The instructor will give the learner(s) an account of a happening such as an automobile accident or a crime. The learner(s) will be given a list of 8 or 10 questions to answer as "true" or false," or "information not available." After the questions are answered, the learner(s) will support each answer with evidence from the text. (I or G, ET: 30 min.)

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**PB 3 (11.07, 11.08, 11.13) (CR 9.15)**
**Benchmark Task:** Read and comprehend materials for pleasure, school, work, and work enhancement.

(Basic content areas: Expanding basic vocabulary, using context for meaning, deriving literal and inferential meaning from reading, selecting reading for a purpose, recognizing a variety of types of reading materials)

1. The instructor will provide learner(s) with a short magazine article or another writing that can reasonably be expected to contain some unfamiliar words. The learner(s) will read the article and underline any unfamiliar words. The instructor will list these words on the board and model the process used to determine the meaning of the word. This modeling process might include such processes as inferring meaning from context, breaking the word into parts such as prefixes and suffixes, or inflected endings; or using the semantic position of the word to infer the meaning. Looking the word up in the dictionary should be a last resort; learner(s) should be taught to use the context and structural analysis to determine word meanings.

**COMPETENCIES 11.07, 11.08, 11.10, 11.11, 11.12, 11.13**

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**SAMPLE LEARNING ACTIVITIES**

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**PB 3 (Continued)**

After the process is modeled, the learner(s) will be given a second passage of the approximate same level of difficulty and asked to demonstrate the modeled process orally. (Stress the importance of articulating the process at least once; learners need to develop a consciousness of the process to monitor their own reading process.) (I or G, ET: 15-20 min. for the modeling process and 7 min. for each learner to model the process orally)

2. The instructor will choose words that are unfamiliar to the learners from a particular content area such as science or social studies. He/She will teach these words as part of the content lesson in question. After 30 or 40 new words and definitions have been introduced, he/she will construct bingo cards with the new words used in place of numbers. As the instructor calls out the definitions, the learners will cover their cards. The first learner to cover the entire card wins. (G, ET: 45 min.)

3. The instructor will use the bingo cards constructed in Activity 2. Instead of calling out definitions, he/she will call out the word itself. The learner who first completes his/her card wins. (This activity provides practice with sight words and ensures that the learners recognize the word when they hear it.) (G, ET: 45 min.)

4. The instructor will give a learner a set of instructions for a game or activity and ask him/her to read the instructions with the purpose of explaining to the instructor, a partner, or the class how to play the game or perform the activity. Play the game or perform the activity exactly as the learner instructs. If the game or activity is not performed as the directions indicate, ask the learner to reread and retell the directions until the game or activity is performed properly. (This activity is taken from Valerie Meyer and Donald Keefe's Reading for Meaning: Selected Teaching Strategies.) The activity establishes for learners a reason for their reading and directs them to read for this reason. (I and G, ET: 30-50 min.)

5. The instructor will give the learner(s) a list of various types of reading materials; i.e., a novel, directions, the newspaper classified ads, familiar magazine titles, and familiar reference titles. The learner(s) will match these with appropriate uses. (I or G, ET: 20 min.)

6. The instructor will give the learner(s) the following list of questions:

   Why am I reading this?
   What do I hope to learn from reading it?
   What questions do I have about this topic or story that I want answered?
   How might this material be useful to me or my family?

   Ask the learner(s) to answer these questions before beginning to read. (From Gail Rice's Preparing Your Own ABE Adult Basic Education Reading Materials) (I or G, ET: 20 min.)

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**COMPETENCIES 11.07, 11.08, 11.10, 11.11, 11.12, 11.13**

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**SAMPLE LEARNING ACTIVITIES**

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**PB 4 (11.07, 11.08, 11.12) (CR 10.01, 11.03, 11.06)**
**Benchmark Task:** Read, interpret, and write job-related vocabulary terms.

(Basic content areas: Expanding vocabulary of job-related terms, writing sentences and paragraphs, using job-related vocabulary terms)

1. Make a list of terms related to work and explain their meanings; e.g., salary, wage, employee benefits, deductions, pay period, FICA, employer. (I, ET: 30 min.)

2. The instructor will ask area employers to supply job-related materials that are not considered proprietary. The learners will select unfamiliar words from these materials and repeat the exercises in Activities 2 and 3 of PB 3 above substituting these job-related words for the general vocabulary used there. (I or G, ET: 15 min. per passage)

3. The instructor will copy advertisements of job vacancies from major newspapers such as the Louisville Courier Journal or Lexington Herald which cover a wide array of jobs. The learner(s) will locate unfamiliar words and find their meanings. This activity may include utilizing persons in the community who work in these occupations as resources. (I or G, ET: Time will vary depending on resources used.)

4. The learners will write a description of their own jobs or jobs in which they have an interest. The instructor will help the learners revise their passage for inclusion in a book of job-descriptions which will be used as reading material for their fellow learners. The learners will footnote any specialized job-related words and provide definitions. (I and G, ET: 1 hr.)

5. The learners will analyze the job descriptions written for PB 1, Activity 4 above to identify objective and subjective statements. (I, ET: 30 min.)

6. The learner will interview a friend, a relative, or a fellow classmate who works in a job unfamiliar to the learner. He/she will ask the interviewee to define any unfamiliar, job-related terms. (I, ET: 1 hr.)

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**PB 5 (11.07, 11.08, 11.10, 11.13) (CR 12.05, 12.08)**
**Benchmark Task:** Read an essay or story and interpret literal or stated information and inferential or implied information.

(Basic content areas: Deriving meaning from written passages; identifying main ideas and supporting facts; identifying literal and inferential meaning; analyzing content, intent, and point of view of written materials; distinguishing fiction from non-fiction)

1. The instructor will distribute copies of a short essay. The learner(s) will identify the main ideas and supporting ideas of these paragraphs. (I or G, ET: About 5 min. for each paragraph)

**COMPETENCIES 11.07, 11.08, 11.10, 11.11, 11.12, 11.13**

**SAMPLE LEARNING ACTIVITIES**

PB 5 (Continued)

2. The instructor will construct a graphic organizer (beginning with the main idea, the supporting ideas, and the details supporting the ideas). The learner(s) will then develop their own graphic organizers from other reading materials. (I or G, ET: About 29 min. for the modeling process. Learner(s) should develop an organizer for an half-page paragraph in about 15 min.)

3. The learner(s) will perform the activities defined in the Communication Skills, Intermediate Writing PB 5, Activities and 1 and 2. The instructor will provide the learner(s) with editorials, feature articles, and straight news articles. The instructor will summarize one of these articles and then distinguish between what he/she inferred from the article and what is quoted or paraphrased. After the instructor models the process, the learner(s) will demonstrate the process by writing a summarizing paragraph and distinguishing between the literal and the inferred. (I and G, ET: 1 hr.)

4. The instructor will collect several different news or feature articles on the same subject. The learner(s) will point out the differences in the interpretation and telling of the event or in the information presented on the subject that result from different emphasis on certain facts or different points of view of the people involved. The instructor may also ask the learners to write another fictionalized version of the story from a different point of view. (From Rice's Preparing Your Own ABE Adult Basic Education Reading Materials) (I and G, ET: 50 min.)

5. The learner(s) will underline statements of fact in a newspaper report and will replace the fact statements with opinion statements so as to make the articles biased and opinionated. (Also taken from Rice's Preparing Your Own ABE Adult Basic Education Reading Materials) (G, ET: 35 to 45 min.)

6. The instructor will select 2 sample short stories--one fiction and one non-fiction. After a discussion of fiction and non-fiction, learners will analyze the 2 short stories to idenify differences in purpose of the 2 sample articles. (G, ET: 45 min.)

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PB 6 (11.07, 11.08, 11.09, 11.10, 11.11, 11.13) (CR 1.01, 9.08, 9.13, 12.02, 12.05, 12.08)
Benchmark Task: Select an issue such as recycling, mining, or logging. Locate resources giving information on the topic and report (orally or written) conclusions drawn from the reading, details to support the conclusion, and a judgment of the adequacy of information available on the topic.

(Basic content areas: Locating and reading material on a subject; deriving meaning from written information; analyzing content, intent, and point of view; distinguishing facts from opinion; presenting conclusions supported by facts; evaluating support for ideas)

1. The instructor will demonstrate logical fallacies or illegitimate shortcuts of reasoning. These might include begging the question, strawman arguments, propaganda techniques,

**COMPETENCIES 11.07, 11.08, 11.10, 11.11, 11.12, 11.13**

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## SAMPLE LEARNING ACTIVITIES

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PB 6 (Continued)

overgeneralizations, confusion of fact and opinion, either-or reasoning. (Most freshman composition text books have ample illustrations for each of these.) The learner(s) will then supply examples of each fallacy or shortcut. (G, ET: 30-45 min.)

2. A group of learners will identify a subject of interest to the group. Topics of interest to the community should be encouraged but not required. The learners will bring to class gathered information from a variety of sources. The group will analyze each for propaganda techniques, overgeneralizations, confusion of fact or opinion, bias or prejudice, name-calling as demonstrated in Activity 1. (From Rice, Preparing Your Own ABE Adult Education Reading Materials) (G, ET: About an hr.)

3. The learner(s) will develop conclusions about the topic in question. The learner(s) will then decide which of the sources selected in Activity 2 may be used to support each of the conclusions. (G, ET: 45 min.)

4. The instructor will provide the learner(s) with several articles from tabloid magazines. The learner(s) will critically critique each for logical fallacies/conclusions based on unsupported facts. (I or G, ET: 30 min.)

5. The learner will write a letter to the author of an article asking questions about unsupported statements or arguments. (I, ET: 30-45 min.)

6. The learner(s) will analyze advertisements for products or services for emotional language, point of view, feelings evoked, any misleading information, or faulty reasoning. (I, ET: 30 min.)

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## RESOURCES

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| | |
|---|---|
| Scott Foresman & Co. | 1) Reading for Meaning: Selected Teaching Strategies<br>2) Preparing Your Own ABE Adult Basic Education Reading Materials<br>3) Instructor's Guide for Scott Foresman Adult Reading, Comprehension Series |
| Prentice Hall. | Teaching Reading Comprehension Processes |
| Teachers' College. | Reading Activities for Middle and Secondary Schools |
| Contemporary. | 1) Building Basic Skills in Reading, Books 1 and 2<br>2) Reading Fiction<br>Bridges to Critical Thinking |

**COMPETENCIES 11.07, 11.08, 11.10, 11.11, 11.12, 11.13**

**RESOURCES (Continued)**

| | |
|---|---|
| Lakeshore Life Skills. | 1) Real-Life Reading Worktext<br>2) Read That Label<br>3) Vocabulary Makes Sense |
| Globe-Fearon. | 1) Globe Literature, Blue Level<br>2) Globe Comprehension Workbook |
| Steck-Vaughn. | Connection in Literature and Arts |

**ADDITIONAL RESOURCES**

**ADDITIONAL LEARNING ACTIVITIES**

# Duty Area: COMMUNICATION SKILLS (READING) KCBAE - Level III

Advanced Level

**COMPETENCIES:**

11.01 Demonstrate listening skills
11.07 Demonstrate a functional vocabulary
11.08 Comprehend written materials
11.09 Demonstrate correct oral and written English: grammar, spelling, punctuation, and capitalization
11.10 Distinguish between fact and opinion
11.11 Use research tools to locate information
11.12 Apply instructions or information from manuals or reference materials
11.13 Demonstrate awareness of various forms of literature

## RELATED SKILLS

* Mathematics 3.16, 3.17
Science
* Health/Wellness 2.02, 2.09, 2.13
Technology/Tools
* Consumer Economics 5.01, 5.04
Home Management
Family Relationships
* Interpersonal/Social 8.01, 8.03
* Self-Management 9.06
* Employability 10.03
Communication
* Thinking 12.05
Social Sciences
* Govt./Citizenship 14.02
* Cultural Diversity 15.01
* Community Resources 16.01

## PREREQUISITES

Write grammatically-correct sentences
Initiate and carry on a conversation
Locate and use reference materials
Read at pre-GED level
Perform arithmetic functions at pre-GED level

## PROGRESS BENCHMARKS

1. Read and interpret forms
2. Complete forms such as tax forms, social security, voter registration, and financial assistance
3. Read reference materials, make notes, and write a report
4. Analyze career interests and increase knowledge of a selected career field
5. Demonstrate reading skills for different purposes
6. Analyze prose style and structure
7. Interpret form, tone, and figurative language of poetry

## TERMINOLOGY

Terms that students should know or learn as part of this lesson.

PB 1 Contract Loan Collateral Interest (Annual percentage rate)

**(TERMINOLOGY CONTINUED ON THE NEXT PAGE)**

## REFLECTIONS

Printed words surround us every day, making reading an extremely important part of our lives. Reading is a survival skill that you can use to educate yourself. You can read to increase your knowledge of a subject that interests you or that may improve your job (career) knowledge.

You can also read for pleasure. A book can carry you to another time and place and allow you to see the world through the eyes of others. Reading helps you to communicate, to solve problems, and to become a life-long learner.

**COMPETENCIES 11.01, 11.07, 11.08, 11.09, 11.10, 11.11, 11.12, 11.13**

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## TERMINOLOGY (Continued)

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|---|---|---|---|---|
| PB 1 (Continued) | Cosign<br>Beneficiary | Finance charge<br>Security deposit | Lease<br>Premium | Minimum monthly payment<br>Insurance |
| PB 2 | Withholding<br>Financial aid | Income Tax | Deductions | Earned income credit |
| PB 3 | Culture | Ethnicity | Race | Bibliography |
| PB 4 | Interest inventory | Career | Vocation | |
| PB 5 | WPM | Skimming | Scanning | Comprehension rate |
| PB 6 | Fiction<br>Climax/conclusion | Sequence<br>Setting | Setting<br>Theme | Biography/autobiography |
| PB 7 | Tone<br>Personification | Form | Simile | Metaphor |

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## SAMPLE LEARNING ACTIVITIES

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PB 1 (11.07, 11.08, 11.11, 11.12) (CR 5.04, 5.09, 12.01, 12.05, 12.08)
Benchmark Task: Read and interpret contracts; e.g., insurance policies, rental agreements, credit applications, loan applications.

(Basic content areas: Interpreting technical materials, deriving literal meaning, applying reading skills to life situations)

1. Bring to class one or more contracts (e.g., insurance policy, rental agreement, credit application, loan application). Make a copy for everyone. Brainstorm why each type of contract is important. Contracts are based on two parts. Identify the benefits and responsibilities of both parties. (G, ET: 1 hr.)

2. Study 2 different types of contracts and write down (on a separate piece of paper) approximately 8 pieces of information you must include when filling out the forms. Do this for both contracts. Discuss fair and unfair practices. (I or G, ET: 30 min.)

3. Discuss what to do if you believe your application for a loan, credit, insurance, or lease was turned down unfairly (e.g., you didn't get a loan because of your race.) (G, ET: 15 min.)

**COMPETENCIES 11.01, 11.07, 11.08, 11.09, 11.10, 11.11, 11.12, 11.13**

**SAMPLE LEARNING ACTIVITIES**

**PB 1 (Continued)**

4. Assuming that the payback on a loan varies according to the original amount of the loan, the interest rate, and the length of the loan, calculate the interest paid on a loan you are currently paying off or on an example your instructor gives you. (I, ET: 45 min.)

5. Discuss the advantages and disadvantages of having credit cards. Compare the various credit applications from the class and rank the credit cards from "best to worst" (based on factors such as annual fee and interest rate). Then, draw a line graph showing this ranking. (G, ET: 1 hr. 30 min.)

6. Complete at least one type of contract form. (I, ET: 45 min.)

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**PB 2 (11.07, 11.08, 11.12) (CR 5.01, 5.08, 12.03, 12.05, 12.08, 14.02)**
**Benchmark Task:** Interpret and complete state and federal forms; e.g., tax forms, withholding tax statements, financial aid applications, SSI forms, voter registration, unemployment compensation application(s), housing assistance forms, food stamp application.

(Basic content areas: Interpreting technical materials, relating technical terminology to different situations, completing information on legal or technical forms)

1. Discuss the various forms in a small group of 3-4 persons. Give reasons why the government requires us to fill out these forms. Share your group's reasons with the whole class. (G, ET: 30 min.)

2. With a partner, find various items (from a list your instructor gives you) in an income tax instruction booklet and record the page on which the information appears. (G, ET: 20 min.)

3. Using the instruction booklet, decide which federal tax form (1040EZ, 1040A, or 1040) is right for your situation. Fill out the appropriate form as accurately as possible for your situation even though you may have to make up some numbers for this practice activity. Look in the instruction booklet for help. (I, ET: 1 hr. 30 min.)

4. Figure out whether or not you are eligible for an Earned Income Tax Credit. As a learning exercise, fill out an Earned Income Tax Credit form whether you are eligible or not. (I, ET: 45 min.)

5. Fill out a KY state income tax form that is appropriate for your situation. Use the instruction booklet for help. (I, ET: 1 hr.)

6. Discuss why having tax withheld is good for an employee. In pairs, fill out a W-4 (withholding form) for each person. (G, ET: 20 min.)

**COMPETENCIES 11.01, 11.07, 11.08, 11.09, 11.10, 11.11, 11.12, 11.13**

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**SAMPLE LEARNING ACTIVITIES**

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**PB 2 (Continued)**

7. Complete one of the following forms: Social Security Insurance application. Also, complete one of the following: financial aid application (schools/colleges); unemployment compensation application; housing assistance form; or an application for food stamps. (I, ET: 1 hr. 30 min.)

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**PB 3 (11.07, 11.08, 11.09, 11.11, 11.13) (CR 4.01, 12.03, 12.05, 12.06, 15.01, 15.02)**
**Benchmark Task:** Read articles, stories, poems, or plays about another culture and prepare an exhibit (i.e., poster, display) based on what has been learned about the culture.

(Basic content areas: Perceiving different forms of literature (including those of multicultural and contemporary cultures), analyzing and evaluating content, understanding figurative language, predicting and verifying information, communicating ideas in outline format, deriving meaning from a variety of written sources)

1. Discuss what a culture is as compared to a race or an ethnicity. Brainstorm about some of the characteristics of "American" culture or your own culture. (G, ET: 30 min.)

2. Choose a country/culture that is unfamiliar to you (e.g., African-American, French, Mexican, Egyptian, Chinese, South African). Before researching this country/culture, write how you think this culture may differ from your own country/culture. Be specific. (I, ET: 20 min.)

3. Visit the library individually or as a class and find a newspaper or periodical article about the country/culture that you chose in PB 3, Activity 2. Bring a copy of the article to class. In your own words, tell the class the most important points of the article. Summarize what this article says about your country's culture (e.g., religious affiliation, hostility toward women, warlike behavior). (I/G, ET: 3 hrs.)

4. Visit the library and read at least one poem and one story or play from the country/culture you chose in PB 3, Activity 2. Write down the titles, authors, publishers, and copyright dates of your resources (bibliography). From these literary examples, what did you perceive to be valued by this culture? (I, ET: 3-5 hrs.)

5. Using the resources from the library (periodicals, encyclopedias, biographies, literature), prepare a short report on what you learned about your country/culture. Submit the report and bibliography to your instructor. (I, ET: 3 hrs.)

6. If possible, interview someone of this culture to verify and enhance your research. (I, ET: 1 hr.)

7. Using your notes from PB 3, Activity 2, discuss in groups of 3-4 people how your research revealed information about the country/culture you chose that differed from what you first assumed about it. (G, ET: 30 min.)

**COMPETENCIES 11.01, 11.07, 11.08, 11.09, 11.10, 11.11, 11.12, 11.13**

**SAMPLE LEARNING ACTIVITIES**

**PB 3 (Continued)**

8. Prepare an exhibit (e.g., a poster display, diorama, or model) based on what you have learned about the country/culture you chose. (I, ET: 2-4 hrs.)

9. Select 3 different poems, and identify the use of figurative language, irony, or satire. (I or G, ET: 1 hr.)

**PB 4 (11.07, 11.08, 11.09, 11.11, 11.12) (CR 9.01, 9.02, 9.05, 10.02, 10.03)**
Benchmark Task: Identify a career field and locate and read information about the requirements and duties of that field. Analyze your own strengths and interests in relation to the career field.

(Basic content areas: Locating and reading resources on a topic; evaluating own interests, strengths, and skills in relation to occupations; interpreting and summarizing materials read; reading to obtain factual information)

1. Discuss how a career/vocation differs from a job. (G, ET: 10 min.)

2. Take an interest or skills inventory. Compare your results with the inventory's suggestions of careers that fit your profile. (I, ET: 1 hr.)

3. Interview someone who works in a field that most appeals to you. Be sure to take notes or use a tape recorder. You can use this person as one of your sources in the next activity. (I, ET: 30 min.)

4. Using a career field chosen from the inventory in PB 5, Activity 2, read at least 3 articles/books on the field. Write a short report on the chosen field's requirements and duties. Include a list of your sources. (I, ET: 4 hrs.)

5. As a class, choose 1-2 career(s) and invite someone from each to speak. Each person should be prepared to ask at least one question. As a group, write and send a thank-you note.(G, ET: 2 hrs.)

6. In groups of 3-4 people, share what you learned about the career field you chose. Listen to your group members as they describe their field. Ask questions, if time permits. (G, ET: 30 min.)

**PB 5 (11.07, 11.08) (CR 3.07)**
Benchmark Task: Demonstrate different reading approaches for recreational reading and texts or technical manuals.

(Basic content areas: Reading for specific purposes, expanding vocabulary, selecting reading material for special purposes)

**COMPETENCIES 11.01, 11.07, 11.08, 11.09, 11.10, 11.11, 11.12, 11.13**

**SAMPLE LEARNING ACTIVITIES**

**PB 5 (Continued)**

1. In groups of 3-4 people, brainstorm how recreational reading differs from reading a text or technical manual. Have one person record your group's suggestions. Share your group's suggestions with the class. (G, ET: 20 min.)

2. Practice increasing your reading speed by using short, recreational reading passages that your instructor has divided into meaningful thought groups of 3 to 5 words each. You can read more quickly this way. Or, try reading by running your finger down the middle of the page, keeping your eyes on your finger as you read the words. Then, answer questions about what you've read. (I, ET: 5-10 min.)

3. Record your beginning and ending time (in seconds) as you read each passage in PB 5, Activity 2. The formula for finding your words per minute is:

   $$\text{WPM} = \frac{\text{number of words read}}{\text{number of seconds reading}} \times 60.$$

   Also, calculate your comprehension rate:

   $$\frac{\text{number words correct}}{\text{number of questions.}}$$

   Repeat the exercise with other passages, trying to improve both your speed and comprehension. (I, ET: 5-10 min. each)

4. Use a textbook chapter. Skim by reading the title, subheadings, pictures, and charts first and last paragraphs. Summarize orally what the chapter is about. (I, ET: 15 min.)

5. Scan for a name or date by glancing over a page very rapidly. Don't worry about skipping over large portions of the content. You don't want to read every word. (I, ET: 5 min.)

6. Using instructor prepared materials, answer questions by using your skimming and scanning skills. As a class, discuss situations when you might need these skills, and when you would want to read every word. (I, ET: 30 min.)

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**PB 6 (11.08, 11.13) (CR 8.02, 8.04, 12.05, 12.06, 15.02)**
**Benchmark Task:** Become aware of a variety of forms of literature. Recognize the elements of a story, identify the writer's purpose, and apply literature to problem solving.

(Basic content areas: Explore reading preferences; determine sequence; recognize story structure and elements of prose; analyze and apply information)

1. In groups, discuss the types of pleasure reading you enjoy; e.g., biographies, science fiction, romance, mystery. Share examples of your favorites. (G, ET: 25 min.)

**COMPETENCIES 11.01, 11.07, 11.08, 11.09, 11.10, 11.11, 11.12, 11.13**

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**SAMPLE LEARNING ACTIVITIES**

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PB 6 (Continued)

2. Listen to an unfamiliar story read by the instructor. The instructor hands out several large (14" x 16") pictures from the story. The student who thinks (s)he has the first picture takes it to the front of the room (chalk trays or bulletin boards would be good). Then, the next picture and the next until all are displayed. Discuss any changes you want to make in the sequence. (G, ET: 30 min.)

3. A story has four basic parts: a beginning, a problem, a climax (when the problem is solved), and a conclusion. Identify these parts in "Little Red Riding Hood." Then, do the same with other stories and movies familiar to most students. (G, ET: 20 min.)

4. Discuss the 4 main elements of a story: characters, plot, setting, and theme. Then, read a story in class that is familiar to most . In small groups, identify the story's 4 main elements. It's fun to begin with childhood stories (e.g., "Cinderella") and build the skill to novels and plays. (G, ET: 45 min. to 1 hr.)

5. Discuss the five "W" questions and one "H" question (Who is the story about? Where and When did it happen? What happened? Why did it happen? How did it happen and how could it have been changed or stopped?) Then, read a text, a newspaper article, or other non-fiction on your own and answer these questions about your selection. (I/G, ET: 1 hr. 30 min.)

6. Brainstorm ways you can relate pleasure reading to problem solving. (G, ET: 30 min.)

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PB 7 (11.01, 11.08, 11.13, 11.14) (CR 9.15, 12.06)
Benchmark Task: Interpret form, tone, and figurative language of poetry.

(Basic content areas: Listen to the rhyme and rhythm of poetry, identify tone, theme, and form, explain simile, share views and emotions of others, appreciate poetry for relaxation, improve memory skills)

1. Listen to recorded poetry to get a feel for the rhyme and rhythm. Does all poetry have rhyme and rhythm? Locate other forms of poetry. (I/G, ET: 20 min.)

2. Tone, or mood, of the poem is created by the writer. Read poems selected by your teacher and for each tell how it made you feel. How did the author create this tone? Did the form add to the tone? Select other poetry to read. Be aware of the tone and the writer's style. (I/G, ET: 45 min.)

3. Poetry not only conveys a message, but through descriptive language it creates vivid images and rhythms that affect the emotions of the reader. Define and give an example of a simile, metaphor, and personification in poems. (G, ET: 30 min.)

**COMPETENCIES 11.01, 11.07, 11.08, 11.09, 11.10, 11.11, 11.12, 11.13**

## SAMPLE LEARNING ACTIVITIES

PB 7 (Continued)

4. Read "Mother to Son" by Langston Hughes. What is meant by, "Life for me ain't been on crystal stair?" In small groups, discuss what this mother is telling her son. Explain the metaphors the writer uses. What else supports the tone of this poem? (Teacher may substitute another metaphor-based work.) (G, ET: 20 min.)

5. Memorizing poetry not only gives pleasure, but also develops memory skills that will serve you well in other areas. Select a poem you would like to memorize and begin working on it. You may chose to work with a partner. (I, ET: Varies.)

## RESOURCES

**PB 1**

| | |
|---|---|
| Fearon. | Forms |
| Cambridge. | Just Around the Corner: A C-B Program for Adults (User's Guide) |

**PB 1, 2**

| | |
|---|---|
| Media Materials. | Fill in the Blanks: Learning to Fill Out Forms & Applications |

**PB 2**

| | |
|---|---|
| Steck-Vaughn. | Forms & Messages, Life-Coping Skills Series |

**PB 3**

| | |
|---|---|
| Steck-Vaughn. | 1) Continents Overseas, Geography Skills Series<br>2) A History of Multicultural America: Minorities Today<br>3) Maps - Globes - Graphs: An Interactive Program for Adults, Book 3: World |

**PB 4**

| | |
|---|---|
| Simon & Schuster. | Discover What You're Best At |
| Robert Ventre Associates. | Getting Ready to Be A Nursing Assistant<br>Delmar Occupational Learning System |
| Steck-Vaughn. | Practicing Occupational Reading Skills: (name of occupational title), Series |

**COMPETENCIES 11.01, 11.07, 11.08, 11.09, 11.10, 11.11, 11.12, 11.13**

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**RESOURCES (Continued)**

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| | |
|---|---|
| Ten Speed Press. | What Color is Your Parachute? A Practical Manual for Job-Hunters and Career-Changers |

**PB 5**

**NOTE: Some books in PB 5 are simply suggestions for reading materials for the instructor.**

| | |
|---|---|
| Jamestown Publishers. | 1) Skimming and Scanning: Advanced Level<br>2) Timed Readings and Timed Readings in Literature (Both Book 10)<br>3) Reading and Understanding Short Stories, Levels I & II |
| South-Western Publishing Co. | Reading in Focus: Learning to Get the Message |
| Cambridge. | Snapshots: A Collection of Readings for Adults, (RL 8) |
| Contemporary. | Expressions, (Stories & Poems) and Viewpoints, (Non-fiction selections), Whole language series |
| Prentice-Hall. | Be A Better Reader: Level F (includes interpreting forms)<br>Be A Better Reader: Level G (increases reading speed) |

**PB 7**

| | |
|---|---|
| Cambridge. | Cambridge Pre-GED On Your Own reading (contains "Mother to Son" |

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**ADDITIONAL RESOURCES**

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**COMPETENCIES 11.01, 11.07, 11.08, 11.09, 11.10, 11.11, 11.12, 11.13**

## ADDITIONAL LEARNING ACTIVITIES

# Duty Area: COMMUNICATION SKILLS (SPEAKING/LISTENING)

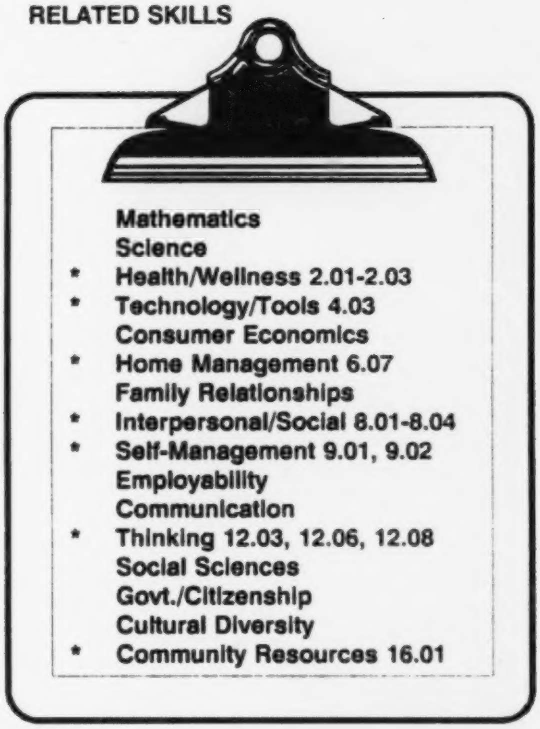
KCBAE Level I

Beginning Level

**COMPETENCIES:**

11.01 Demonstrate listening skills
11.02 Demonstrate verbal communication skills
11.04 Demonstrate ability to give and receive messages
11.05 Interpret nonverbal communication
11.07 Demonstrate a functional vocabulary
11.09 Demonstrate correct oral and written English

## RELATED SKILLS



Mathematics
Science
* Health/Wellness 2.01-2.03
* Technology/Tools 4.03
Consumer Economics
* Home Management 6.07
Family Relationships
* Interpersonal/Social 8.01-8.04
* Self-Management 9.01, 9.02
Employability
Communication
* Thinking 12.03, 12.06, 12.08
Social Sciences
Govt./Citizenship
Cultural Diversity
* Community Resources 16.01

## PREREQUISITES

Fluency in English
Ability to hear well
Ability to speak so that a careful listener can understand

## BENCHMARKS

1. Verbally respond to questions about personal data
2. Listen to information and describe content
3. Listen for meaning
4. Give and follow directions
5. Ask for and follow directions
6. Inquire for information and explain information to others

## TERMINOLOGY

**Language Experience Story:** The student dictates a story from personal experience to a tutor who reads the story back. The student adds to or corrects the story. The story then becomes part of the student's reading instruction material.

**Terms in this lesson:** Experience, leisure, communication, listening, audiotapes, video, compact disk, cooperatively, verbal, nonverbal, directions, immunization

## REFLECTIONS

Our oral communication allows us to listen to and consider another's thoughts, as well as to share our own. Language skills are essential for competence in social and occupational settings. Both listening and speaking are skills to develop and improve through practice and attention to good communication models.

**COMPETENCIES 11.01, 11.02, 11.04, 11.05, 11.07, 11.09**

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## SAMPLE LEARNING ACTIVITIES

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**PB 1 (11.01, 11.02, 11.07) (CR 8.01, 8.03, 9.01, 12.08)**
**Benchmark Task:** Verbally respond to questions about personal data such as name, address, telephone number, names and ages of family members.

(Basic content areas: Giving and receiving information, speaking clearly and distinctly, comprehending oral communication)

1. Ask the students to dictate to a tutor a language experience story using names and ages of family members. Direct the tutor to read the story back to the students. Have the students listen and add to or correct their stories. (I, ET: 30 min.)
2. Group the students in pairs. Tell the students to tell each other their names and something they like to do. Instruct the students to listen carefully and to repeat their partners' information. Direct the partners to introduce each other to the group using this information. Model the introductions with a student. Stress the importance of eye contact. (G, ET: 20 min.)
3. Make a form with one piece of information about each person (e.g., street name, zip code, children's names). Give each student a copy. By asking each other questions, the students will be able to put the correct name beside each piece of information. (G, ET: 20 min.)
4. Ask the students to share family pictures, telling the names and ages and something about each person in the photos. Instruct the students to remember to make eye contact with their audience. (G, ET: 15 min.)
5. Using copies of local enrollment forms, instruct the students to role play enrolling their children in school or signing up for adult leisure-time activities. Students are to interview each other to obtain necessary information and fill out required forms. Let the students create their own scenarios (school counselor's office, doctor's office, employer, social security). (G, ET: 45 min.)

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**PB 2 (11.01, 11.02, 11.07) (CR 4.03, 12.03, 12.05, 12.06)**
**Benchmark Task:** Listen to a radio or television program and tell what subject the program dealt with and 3 or 4 items learned from the program.

(Basic content areas: Interpreting oral communication, conveying information orally, expressing ideas)

1. Use a VCR to tape a TV program. Instruct the class to view the program and discuss the subject (title). Direct students to relate orally the facts learned. Instruct a classmate or a volunteer recorder/tutor to lists these facts on the board or on a flipchart. Discuss the purpose of titles and how to choose one with the students. (Suggest using a segment from a news or talk show; permission to tape may be necessary.) (G, ET: 1 hr.)

**COMPETENCIES 11.01, 11.02, 11.04, 11.05, 11.07, 11.09**

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**SAMPLE LEARNING ACTIVITIES**

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**PB 2 (Continued)**

2. Read a short article to the class. Ask the students to choose a title and give three reasons (based on the information presented) to support their choice. (G, ET: 30 min.)

3. Instruct each student to select a story to listen to on audiotape. Instruct the student to re-tell the story to a partner or small group. (I & G, ET: 1 hr.)

4. Make audiotapes of short newspaper articles. Direct small groups of students to listen to a tape and decide on a title. Each small group reports to the class the title that it has chosen, along with three facts from the article. (G, ET: 1 hr.)

5. Divide the class into groups. Use the television schedule to discuss programs that will be watched and reported on that week. Direct each group member to select a different program to watch and report about to the group. (G, ET: 1 hr.)

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PB 3 (11.01, 11.02, 11.07) (CR 12.05, 12.06, 12.08)
Benchmark Task: Listen to the lyrics of a song and tell someone else the meaning or story of the song.

(Basic content areas: Listening skills, comprehension of meaning, oral communication skills, conversational skills)

1. Tape and play the theme song of several television programs. Direct the students to name the program and tell about it. (I & G, ET: 1 hr.)

2. Ask each student to bring a favorite tape or compact disc to class to share. Have the class discuss with the owner the meaning or story of each tape or compact disc. (Most libraries have music that can be checked out.) (G, ET: 1-2 hrs. depending on group size)

3. Instruct students to listen to the radio at home and choose a song that "grabbed" their attention. Tell students to discuss with their classmates the name of the song and discuss the meaning of the song and the title. (I & G, ET: 15 min.)

4. Direct students to draw or cut pictures from a magazine to illustrate the song chosen in PB 3, Activity 3. Instruct the students to explain how the pictures relate the story of the song. (G, ET: 30 min.)

5. Instruct students to share their favorite songs with a partner or small group. Direct the students to tell why they like the lyrics and how the music supports the lyrics. (G, ET: 20 min.)

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**COMPETENCIES 11.01, 11.02, 11.04, 11.05, 11.07, 11.09**

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**SAMPLE LEARNING ACTIVITIES**

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**PB 4 (11.01, 11.02, 11.04, 11.09) (CR 2.03, 6.07, 8.01, 8.04, 9.01, 9.09, 9.12, 12.02, 12.03, 12.05, 12.08, 16.02)**
**Benchmark Task:** Gives and receives oral directions/messages for various life situations; e.g., phones 911 to report an accident, calls for a bus schedule, phones an order for a pizza.

(Basic content areas: Listening skills, verbal communication, giving directions and messages, using the telephone)

1. Tell students to call an absent classmate and explain the homework assignment. (I, ET: 15 min.)

2. Provide each student an index card with a basic line drawings. Direct students to describe orally (without gestures) to a partner who cannot see the drawing how to duplicate it on a blank card. If a mistake is made, tell students to talk their partner through the correction. Reverse roles for another drawing. (G, ET: 15 min.)

3. Direct one group member to read a no-cook recipe to a small group. Ask members to listen to instructions and work cooperatively following verbal instructions. Instruct the group to divide responsibility for measuring. (See sample recipe under Resources in this section.) (G, ET: 40 min.)

4. After watching a safety video (library, Red Cross, police or fire department), direct students to role play a 911 call. Tell students to decide in their groups what the situation is and what information to give in the call. (G, ET: 1 hr.)

5. Ask students to call for a bus schedule giving their names, addresses, and destinations. (I, ET: 15 min.)

6. Instruct everyone in the group to tell what they like on pizza. Let the group decide on toppings for a pizza order, write the order, collect the money, and phone in the order. (Give a few days advance notice when money is required.) (G, ET: 15-30 min.)

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**PB 5 (11.01, 11.02, 11.04, 11.05) (CR 8.04, 9.01, 9.02, 9.06, 9.08, 9.11, 12.03, 12.05, 12.08, 16.01)**
**Benchmark Task:** Ask for and follow directions to a community business or organization with an unknown location. Identify nonverbal behavior used by the person giving directions (i.e., gestures, facial expressions, tone).

(Basic content areas: Understanding nonverbal messages, stating verbal directions, asking for information)

1. Use several laminated copies of a small town map. Ask one person to give directions as the others trace the route on their maps using grease pens. Change the leader for directions to new destinations. (G, ET: 40 min.)

2. Instruct one student to close his/her eyes. Choose a partner for the student. Ask the partner to verbally direct the student through a safe area. (G, ET: 10 min.)

**COMPETENCIES 11.01, 11.02, 11.04, 11.05, 11.07, 11.09**

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**SAMPLE LEARNING ACTIVITIES**

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**PB 5 (Continued)**

3. Tell a student to give directions from the classroom to another location in the building where an object or notice has been placed. Instruct another student to listen carefully to the directions. Then, direct the student to follow the directions and bring the item back to classroom. (G, ET: 15 min.)

4. Give directions to a city park or other public location where the class could meet. Direct class members to tell what was most helpful about the directions (landmarks, distances, street names) and what was unclear. (G, ET: variable depending on selected location)

5. Ask a nonclass member to give directions to the nearest fast food restaurant or gas station. Ask the class to discuss how gestures and facial expressions used were helpful in understanding the directions. Ask the class to describe gestures that were confusing. (I, ET: 15 min.)

6. Choose a location that is unknown to most class members (i.e., restaurant, used book store, museum). Give clear, detailed directions so all can meet at the location. Include address and phone number. (G, ET: variable depending on selected location)

7. Have each student draw a map from their home to the school. Students should include traffic lights, signs, hazards. (I, ET: 30 min.)

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PB 6 (11.01, 11.02, 11.04, 11.07, 11.09) (CR 2.01, 2.02, 2.03, 4.03, 9.01, 9.02, 9.06, 9.08, 9.12, 16.01)
Benchmark Task: Call the local health department to inquire about health services available in the community and explain the services to another student.

(Basic content areas: Using the telephone, asking for information, giving and receiving messages, listening skills, using verbal communication skills)

1. Begin a class discussion to see how much is already known about health services in the area--and to develop an interest in finding more information. Model interaction with listeners. (G, ET: 20 min.)

2. Instruct students to use the phone book to make a list of possible sources of health information in their area. Ask class members to volunteer to contact at least one source and report available services to the class. (I & G, ET: 1 hr.)

3. Appoint students to contact a visiting/home nurses' association. Ask students to compare what services and specializations are available and relate their conclusions to the class. (I & G, ET: 30 min.)

4. If your health department or local hospital has a speakers' bureau, invite a volunteer to speak in the class. Direct class members to prepare questions to ask the speaker. (G, ET: 40 min.)

**COMPETENCIES 11.01, 11.02, 11.04, 11.05, 11.07, 11.09**

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## SAMPLE LEARNING ACTIVITIES

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PB 6 (Continued)

5. Check the Sunday newspaper for the time and location of health-related classes and groups meeting in your area. Visit one class and relate the experience to the class. Use questions and comments to interact with students. Direct students to listen carefully and be ready for questions and comments. (I & G, ET: 1 hr.)

6. Find out what opportunities exist for volunteers in health care services and share this information with the class. Include a handout with organization names and phone numbers. (I, ET: 10 min.)

7. Direct students to call the local health department and inquire about required immunization for pre-school children--or the availability of flu immunization for adults. (I, ET: 15 min.)

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## RESOURCES

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| | |
|---|---|
| Steck-Vaughn. | 1) Real Life English (audiotape with written text)<br>2) A Competency-Based ESL Program for Adults<br>3) Study Skills<br>Introductory, Listening, Following Directions and Taking Notes |
| Fearon/Janus. | Medical Care |
| Curriculum Associates. | Following Directions |
| New Readers Press. | 1) Speaking of Survival (book and cassette)<br>2) You Are Here (Maps, Instructions, and Diagrams) |
| Lakeshore Life Skills. | Listen for It |
| Psychotechnics, Inc.<br>1900 Pickwick Avenue<br>Glenview, IL 60025 | Radio Reading audiotapes and booklets |
| | **Videotapes** |
| Glencoe. | Tuning In the USA Radio Series |
| Instructional Materials Lab, Univ. of MO-Columbia. | Applied Communication Video Tape Series, 4 tapes, $100 |

# COMMUNICATION SKILLS (SPEAKING/LISTENING) - KCBAE Level I

**COMPETENCIES 11.01, 11.02, 11.04, 11.05, 11.07, 11.09**

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**RESOURCES (Continued)**

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| | |
|---|---|
| Meridian Education Corp. | Video Series on Communication Skills<br>Non-verbal Communication $49<br>Verbal Communication $45 |
| NIMCO. | 1) Illness, Immunization, and Safety, $89.95<br>2) Careers in Health Service, $259.00<br>3) Allied Health Fields, $99.95 |
| | **Computer Software** |
| Wings for Learning Sunburst Communications. | Memory Castle, $65 |
| Davidson & Associates, Inc. | Read 'N Roll, $59.95 |
| Ky-SETTC, Univ. of KY. | Quick-N-EZ Recipes, $3 |

Sample Recipe for No-cook Peanut Butter Fudge

1 lb. powdered sugar
1/2 tsp. salt
1/4 c. butter
1/3 c. milk
1 c. peanut butter

Pat in buttered 9 x 9 glass cake dish.

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**ADDITIONAL RESOURCES**

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**COMPETENCIES 11.01, 11.02, 11.04, 11.05, 11.07, 11.09**

## ADDITIONAL LEARNING ACTIVITIES

# Duty Area: COMMUNICATION SKILLS (SPEAKING/LISTENING)

KCBAE Level II

Intermediate Level

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**COMPETENCIES:**

11.01 Demonstrate listening skills
11.02 Demonstrate verbal communications skills
11.04 Demonstrate ability to give and receive messages
11.05 Interpret non-verbal communication
11.07 Demonstrate a functional vocabulary
11.09 Demonstrate correct oral communication: grammar

## RELATED SKILLS

Mathematics
Science
Health/Wellness
* Technology/Tools 4.03
Consumer Economics
Home Management
Family Relationships
* Interpersonal/Social 8.01, 8.03
* Self-Management 9.01, 9.02
* Employability 10.01
Communication
* Thinking 12.01, 12.03, 12.05
Social Sciences
Govt./Citizenship
Cultural Diversity
Community Resources

## PREREQUISITES

Demonstrates simple speaking/listening skills

## PROGRESS BENCHMARKS

1. Listen to a tape or watch a videotape and summarize the main ideas
2. Ask someone to describe a situation and then describe this situation to another student, including nonverbal cues
3. Listen to directions given orally and follow the directions to complete a task
4. Role play as a job applicant for a position
5. Place local and long distance phone calls
6. Create a children's story and tell it to a child

## TERMINOLOGY

Terms that students should know or learn as part of this lesson.

Pronunciation
Scenario
Cues
Proceedings
International
Gestures
Etiquette
Presentation
Conversational
Concentration
Excessive
Opinion
Creative
Colleagues
Verbal
Barriers
Affirmation
Initiate
Nonverbal
Prospective
Body language
Clarification
Cellular phones
Oral communication

## REFLECTIONS

Oral communication may be the most important activity of our lives. From approximately age 2 until death, most of us spend a high percentage of our time speaking and listening. We communicate orally to share information, to create relationships, and to gain support from others.

# COMMUNICATION SKILLS (SPEAKING/LISTENING) - KCBAE Level II

**COMPETENCIES 11.01, 11.02, 11.04, 11.05, 11.07, 11.09**

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## SAMPLE LEARNING ACTIVITIES

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**PB 1 (11.01, 11.02, 11.07, 11.09) (CR 9.01, 12.05)**
Benchmark Task: Listen to a tape or watch a videotape on a topic of interest to you. Summarize the main ideas and verbally share these ideas with a classmate or the instructor. Have the listener rate you on the following areas of speaking for improvement: eye contact, organization of ideas, specific terms, correct grammar, clear enunciation.

(Basic content areas: Improving voice quality, conveying oral messages, listening for main ideas, organizing thoughts, improving how you pronounce and enunciate words)

1. Get the dictionary habit! Learn 2 new words each week. Select the words from those you hear or read but are unsure of their exact meanings or choose the words directly from the dictionary. Write your words and their definitions in a notebook indicating their pronunciations. Be sure you use each week's new words in writing or in speaking at least 3 times during the week.

   Look in the front of the dictionary and learn how to interpret markings for pronunciation. Discuss the markings with your teacher. Communicating effectively requires expressing clearly your thoughts and interpreting accurately what others say. Improving your vocabulary makes you a better communicator. (I, ET: Varies)

2. Using Attachment A-1 or A-2, get your colleagues to help you determine how good your listening skills are. Also, use the form to help you observe the listening skills of your colleagues. Learning communication skills is a continuous process. Begin improving your listening and observation skills by paying special attention to improving these skills for the next 2 weeks.

   Listening and observing are keys to good communication. Practice improves these skills. Improvement comes from conscious listening and watching the persons speaking to you. Maintain eye contact and show interest in what the other person is saying. Brief supportive comments and facial expressions show that you are interested. Asking questions when you are not clear about what is said helps assure accurate interpretation. Conversation alternates careful listening and observing with speaking. Conversation involves taking turns with others when switching from speaking to listening. Just as a period indicates the end of a sentence, a drop in voice pitch and a pause in conversation indicate an appropriate time for someone else to assume the speaking role. (G, ET: Varies)

3. Conversational skills are important in the workplace and social settings. Practice conversational skills by reading Attachment B and completing the suggested activities. (I, ET: Varies)

4. Practice the exercises in Attachment C to improve your voice. Controlling the voice improves voice quality and promotes positive communication. (I, ET: Varies)

5. Working with one or more students, prepare a bulletin board for the classroom on one of the following topics: "Making Friendly Conversation" (Express an interest in what they do,

COMPETENCIES 11.01, 11.02, 11.04, 11.05, 11.07, 11.09

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SAMPLE LEARNING ACTIVITIES

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PB 1 (Continued)

ask questions, give sincere compliments, listen when people talk, look at persons who are speaking, ask for ideas, share ideas, greet people by name); "Body Language--The Nonverbal Message" (How we handle space; what posture conveys; and what the message of touch, the stare or the glance, facial expressions, or gestures indicate). (G, ET: 1 hr.)

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PB 2 (11.01, 11.02, 11.05, 11.07, 11.09) (CR 9.07)
Benchmark Task: Ask a student or a friend about a past situation which required the ability to adapt to a new situation. Then, describe this situation to another student, including nonverbal cues observed when the first student or friend talked to you.

(Basic content areas: Practicing listening skills, improving conversational skills, honing observation skills, conveying oral messages)

1. Read Attachment D, Basics of Communication and Listening. Practice your listening skills by selecting a classmate as a partner. Ask your partner to tell you about his/her family or choose another topic of mutual interest to discuss. Concentrate on the suggestions for good listening. After the conversation, rate yourself on these listening skills and have your partner rate you as a listener. Compare your ratings with your partner's ratings. Use 3 ratings: Good, Fair, Poor. (G, ET: 20 min.)

2. Read Attachment E, Nonverbal Communication. Select another classmate. Tell him/her to conduct an experiment on listening. Ask the classmate to tell you about his/her children, grandchildren, or some other family member. Listen closely enough to be able to repeat back the basic information that you heard. During the conversation, provide nonverbal cues that indicate you are not listening: avoid eye contact, give minimal or no facial expression--smile or nod, appear preoccupied. After the classmate finishes talking, ask what impressions you gave in terms of being interested and listening to what was said. Discuss how nonverbal cues affect the message that you communicate. (G, ET: 20 min.)

3. About 50% or more of all communication is conveyed nonverbally. Learn to watch for the unspoken message. Observe 3 different people for a minimum of 10 minutes. Try to guess what they are feeling based on nonverbal communication. Use Attachment F as a guide. Make a list of nonverbal messages for each person and your interpretation of the meanings. (I, ET: 1 hr.)

4. Read Attachment G, Communication through Conversation. First, try the suggestions with a person whom you know. Then, select someone whom you do not know and introduce yourself and carry on a conversation for a minimum of 5 minutes. Write an evaluation of how well you think you did in following the suggestions for conversational communication. (I, ET: 45 min.)

5. Have you considered the effect posture has on the sound of your voice? Place a tape recorder 3-4 feet away from you. Turn on the recorder. Sit down on a soft, comfortable chair or sofa and cross your legs. Lean forward and speak naturally in a normal tone of

**COMPETENCIES 11.01, 11.02, 11.04, 11.05, 11.07, 11.09**

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**SAMPLE LEARNING ACTIVITIES**

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**PB 2 (Continued)**

voice. Record your voice. Now, move to a firm chair. Sit up straight with shoulders back. Speak naturally, using the same normal tone as before. Try standing up slumped forward with most of your weight on one foot while the other is crossed. Lean against a doorframe or other support. Then, speak naturally in a normal tone of voice. Without stopping, shift to a complete, upright position with shoulders back and weight resting on the balls of both feet. Now, listen to the recording and note the differences in the sound of your voice. Good posture makes it easier for you to speak and produce a better quality speech. The range, clarity, and forcefulness of your voice are also affected. Remember, posture is important in becoming a more effective communicator. (I, ET: 15 min.)

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PB 3 (11.01, 11.02, 11.04, 11.05) (CR 4.03, 9.02, 9.05, 12.03, 12.05, 12.07)
Benchmark Task: Listen to directions given orally and follow the directions to complete a task. Ask a friend or classmate to orally give you directions how to do something that you do not know how to do or how to go somewhere you have not been. Complete the task or go to the destination. Evaluate yourself in terms of how well you understood and followed the directions given to you. Write a paragraph giving your evaluation of your listening skills and your ability to follow the directions given.

(Basic content areas: Listening, following directions, giving directions, questioning for clarification, repeating information for affirmation, telephoning, taking notes, organizing information)

1. Have a classmate or an acquaintance describe orally something to you. Listen carefully and ask questions for clarification as needed; repeat back parts of what you have heard confirming that you received the intended message. Take a few minutes to reflect on what you heard and to organize your thoughts. Present an oral description of what you heard to the classmate or acquaintance. Ask the person to relate how closely your description matched the message sent. (G, ET: 30 min.)

2. Assume that you are planning a vacation to a new destination. Ask an acquaintance who has been there to suggest areas of interest, places to stay and eat, and the best route to reach the destination. Take notes, ask questions for clarification, and repeat portions of uncertainty for confirmation. (I, ET: 20 min.)

3. Telephone a friend and ask directions to some place that you have not been. Take notes as you listen, ask questions for clarification, and repeat back what you are unsure about and need to confirm. Follow the directions and see how well the message was sent and received. (I, ET: 20 min.)

4. Attend a meeting; listen to the proceedings and discussion and take notes. After the meeting, organize your notes for your use in orally communicating to one or more people what took place in the meeting. Select a classmate or someone else to listen to your verbal description of the meeting. (G, ET: 1 hr. 30 min.)

**COMPETENCIES 11.01, 11.02, 11.04, 11.05, 11.07, 11.09**

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**SAMPLE LEARNING ACTIVITIES**

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**PB 3 (Continued)**

5. Explain the directions for completing an unfamiliar task to a person. Tell the person to repeat to you what was heard or to perform the task from your directions. Ask the person to report to you how good your directions were. (G, ET: 30 min.)

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**PB 4 (11.01, 11.02, 11.04, 11.05, 11.07, 11.09) (CR 8.01, 8.03, 9.02, 9.08, 10.01, 12.03, 12.05, 12.07)**
Benchmark Task: Role play as a job applicant for a position that you have read about in the newspaper classified advertisements. Work with another student as a partner to interview you; then reverse positions and interview your partner.

(Basic content areas: Developing listening skills, making introductions, responding verbally to questions, preparing for an interview, participating in an interview, interviewing others)

1. Read in a book of etiquette or other resource how to make proper introductions. Work with 2 other classmates to practice making introductions for the following scenarios: (I & G, ET: 1 hr.)

    a. Introduce a customer to your employer.
    b. Introduce yourself to a prospective employer.
    c. Introduce one employee to another in the role of an employer.
    d. Introduce a friend to your mother or father.
    e. Introduce one acquaintance to another acquaintance.

2. Develop a 3-5 minute introductory description of your work-related experience and verbally give this introduction to another student as if the student were a prospective employer. (G, ET: 30 min.)

3. Work with another student to develop a list of questions that a prospective employer might ask in an interview. Practice responding verbally to these questions. Ask your partner to tell you how well you did. Reverse roles with your partner. (G, 40 min.)

4. Select a job of interest to you. Assume that you are interviewing for this job and are asked to explain why you are interested in the job and how your qualifications fit the requirements of the job. Organize your thoughts for a response and role play this situation with a classmate. (G, ET: 30 min.)

5. Interview a knowledgeable person on one of the following topics:

    a. Services offered through the health department
    b. Warning signs of skin cancer
    c. Neighborhood crime prevention
    d. Selecting apparel for a job interview

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**SAMPLE LEARNING ACTIVITIES**

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PB 4 (Continued)

Plan your interview questions in advance and take them with you for reference. Take notes during the interview. Verbally report to the class what you learned. (I, ET: 1 hr.)

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PB 5 (11.01, 11.02, 11.04, 11.07, 11.09) (CR 4.03, 8.01, 8.04, 9.01, 9.02, 12.03, 12.08)
Benchmark Task: Place local and long distance phone calls choosing an appropriate calling time, pre-planning the message, and using a pleasant telephone voice.

(Basic content areas: Practicing telephone speaking and listening skills, placing and receiving telephone calls, using the cellular phone, placing long-distance and international calls)

1. Read a reference about placing and receiving telephone calls. Practice placing and receiving business and social calls. Before placing a call, consider the message(s) you wish to convey and organize your thoughts. Consider proper times for placing calls, identifying yourself, putting a smile in your voice, and speaking clearly and distinctly. (I, ET: 20 min.)

2. Practice telephone concentration when placing and receiving telephone calls. Give complete attention to the conversation; don't let your mind wander. Try to understand the message being communicated. Repeat important points for affirmation, write key facts, and ask questions to assure understanding. As a daily exercise for a week, practice listening closely to people without interrupting. Focus on the conversation and trying to understand the sender's message. (I, ET: Varies)

3. Answer 3-5 phone calls for others and take messages. Be sure to include the caller's name, spelled correctly; the phone number with area code and extension; the time and date of the call; and the message. Ask for the information needed and repeat the phone number, person's name, and message to be certain you have the information correct. (I, ET: 25 min.)

4. Locate information on placing long-distance calls and international calls. Take notes and use your notes to verbally explain this information to another classmate. (G, ET: 20 min.)

5. Read information about cellular phones. Place a call on a cellular phone. (I, ET: 20 min.)

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PB 6 (11.01, 11.02, 11.04, 11.05, 11.07, 11.09) (CR 8.02, 8.03, 8.04, 9.01, 9.02, 9.08, 12.01, 12.05, 12.06, 12.07)
Benchmark Task: Create a children's story and tell it to a child. Describe the child's verbal and nonverbal response and how you used nonverbal language in telling the story.

(Basic content areas: Creative oral presentation, use of nonverbal language to convey understanding and entertain, reaction to verbal and nonverbal cues)

**COMPETENCIES 11.01, 11.02, 11.04, 11.05, 11.07, 11.09**

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## SAMPLE LEARNING ACTIVITIES

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PB 6 (Continued)

1. Select 3 persons in different age groups (at least 10 years difference between each 2 groups). Observe body language for one week. Make a list for each person of the nonverbal gestures or facial expressions that you observe and the message you believe these gestures convey. (G, ET: Varies)

2. In a group of 3-5 classmates, tell about your most interesting vacation or the funniest thing that has happened to you. Be conscious of your use of verbal and nonverbal expressions. Ask your classmates for suggestions for improvement. (G, ET: 45 min.)

3. Communication requires adjusting the words we use to the needs and experiences of the listener. Think about the earliest memory that you have from your childhood. Relate this memory first to someone near your own age. Then, describe the same event to a child. Consider the changes made as you related the story to each listener. Did the persons respond in a positive manner indicating understanding? If so, why? If not, why not? (I, ET: 1 hr.)

4. Construct an entertaining story, poem, or explanation of a drawing and present it to a classmate or friend. (I, ET: 2 hrs.)

5. Interaction with others and positive communication come from having a genuine interest in others. You learn much about people by getting people to talk about themselves and actively listening to them. Barriers to communication, however, can negatively affect your ability to interact effectively. Study the list of barriers in Attachment H and evaluate how often you use any of them. Most people are guilty of using some of the items on the list at one time or another. Any of these barriers used excessively, however, create communication problems. (I, ET: 20 min.)

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## RESOURCES

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| | |
|---|---|
| Curriculum Associates. | 1) Vocabulary for the Twenty-First Century--Books E & F<br>2) Stand Up and Speak, Levels B & C<br>3) Story Starters, Intermediate |
| South-Western Publishing Co. | 1) Listening and Speaking for Job and Personal Use<br>2) Listening Skills<br>3) Speaking Skills<br>4) Business Communication, 2nd Edition<br>5) Basics of Oral Communication |
| Dryden Press. | Business Communication |

# COMMUNICATION SKILLS (SPEAKING/LISTENING) - KCBAE Level II

**COMPETENCIES 11.01, 11.02, 11.05, 11.07, 11.09**

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## RESOURCES (Continued)

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| | |
|---|---|
| Fearon/Janus/Quercus. | Pacemaker Communication Skills Series<br>Let's have a Talk<br>Give Me a Call |
| Contemporary. | Foundations for Reading |
| Impact Publications. | 1) Complete Q & A Job Interview Book<br>2) The Effective Interviewer<br>3) Your 1st Interview<br>4) The Five Minute Interview<br>5) 101 Great Answers to the Toughest Interview Questions<br>6) Listening: The Forgotten Skill |
| | **Multimedia** |
| Meridian Education Corporation. | 1) Nonverbal Communication, $49<br>2) Verbal Communication, $45 |

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## ADDITIONAL RESOURCES

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## ADDITIONAL LEARNING ACTIVITIES

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## CHECK YOUR LISTENING SKILLS

Ask three of your colleagues to help you improve your listening skills. Have two colleagues rate your listening skills using the rating items below. Have them place their ratings in a sealed envelope and give them to a third colleague. The third person is to prepare a summary of the ratings without identification of the raters and give the summary to you. Practice improving your listening skills for two weeks. At the end of that time, go through the rating process again. Note any improvements and areas which need more work.

Rating Scale: 5 Excellent, 4 Good, 3 Average, 2 Fair, 1 Poor

____ 1. Concentrates on what is being said and anticipates what the speaker will say next.

____ 2. Focuses on the message--including verbal cues as well as the spoken word.

____ 3. Overcomes distraction and listens intently to what is said.

____ 4. Provides nonverbal cues to the speaker that the message is heard and understood.

____ 5. Inserts appropriate supportive comments and facial gestures that let the speaker know the message is received and understood.

____ 6. Works at listening; demonstrates interest in what is said.

____ 7. Maintains eye contact.

____ 8. Refrains from interrupting.

____ 9. Detects the central message and asks for clarification if unsure.

10. Circle the rating on the following scale for overall listening skills.

| Excellent listener (One of the best) | | | | | | | | | Very Poor Listener (One of the worst) |
|---|---|---|---|---|---|---|---|---|---|
| 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |

# INFORMAL RATING SCALE

SPEAKER'S NAME ______________________________

Rating Scale: 5 Excellent, 4 Good, 3 Average, 2 Fair, 1 Poor

_______ 1. Eye contact

_______ 2. Organization of ideas

_______ 3. Specific terms

_______ 4. Correct grammar

_______ 5. Clear enunciation

COMMENTS:

______________________________

______________________________

______________________________

______________________________

______________________________

______________________________

## SOCIAL CONVERSATION

Practice initiating and carrying on a conversation with persons who are not associates or friends. For one month, place a star or an "X" on a calendar page for each day that you initiated such a conversation and maintained it for at least 5 minutes. After each conversation review the following tips for conversation and mentally determine which tips you put into practice and rate how effective they were.

1. Indicated interest in the other person by eye contact, facial expression, and tone of voice.
2. Asked questions of the other person such as hobbies, work, current news events.
3. Listened actively to the other person.
4. Shared information about your own interests.
5. Did not talk excessively; shared speaking time.
6. Did not argue or discuss controversial, emotional-laden topics.
7. Let the conversation flow naturally.
8. Refrained from interrupting.
9. Was not defensive in the communication.
10. Courteously closed the conversation.
11. Held up your end of the conversation.
12. Asked questions requiring more than a "Yes/No" answer.
13. Talked about things other than yourself.
14. Used body language when speaking.
15. Remembered names and used the names in conversation.
16. Paid attention to the conversation without your mind wandering.
17. Did not introduce controversial topics but if they were discussed did not get angry or upset.
18. Avoided slang or cliches.

# IMPROVING VOICE QUALITY

Oral communication is used more extensively than written communication yet we give far less attention to improving our voice quality and speaking mannerisms. The following paragraphs provide tips for improving voice quality.

## Proper Breathing

Two or three deep breaths help relax your sound-producing organs and prepare you for speaking. Sufficient air inhalation and control of air exhalation while speaking improves the sound quality of your voice. Breathe deeply filling your lungs by extending your abdomen rather than raising your shoulders. The diaphragm, a muscular partition between the chest and abdomen should control breathing. A sufficient amount of air helps your voice to sound rich and full.

## Control of Jaw, Tongue, and Lips

Tight jaw, tongue, and lips cause mumbling and increase the difficulty of being heard. Pronunciation, enunciation, and sound clarity depend on flexibility of your jaw, tongue, and lips.

## Pitch

The high or low sound of your voice is called pitch. You need to find your natural pitch and learn to vary your pitch with interest and emphasis. Yawn deeply three times then say "My natural pitch is. . ." Repeat this and notice that your voice becomes lower and richer. Repeat the exercise three times, rest one minute and then again say, "My natural pitch is. . . ." The voice you hear is your natural pitch. Practice varying your pitch to avoid a monotone voice.

## Volume

You must speak loudly enough to be heard but do not want to shout. Notice verbal cues from others to determine if your volume level needs to be adjusted. Varying volume level can also create interest.

## Speed

Become conscious of the speed of speaking. Speed variation in oral communication provides emphasis and increases interest. In one-to-one conversation or small groups, the speaking rate should be from 75 to 250 words per minute. Slowing the speed emphasizes points; however, a high rate of speed communicates excitement.

## Emphasis

Different pitch, volume, and speed vary emphasis in speaking. Even the meaning of sentences can be changed by how we emphasize certain words.

## Enunciation

Sound each part of words clearly and accurately. Sounding parts of words is enunciation. Sound "g's" clearly on word endings. Examine your own speech patterns or ask a partner to help you determine areas for improvement.

## PRACTICE EXERCISES

1. Practice proper breathing. Inhale air deep into your lungs without raising your shoulders and exhale in a forceful, controlled fashion.

2. Practice speaking with a loose jaw, flexible tongue, and flexible lips by repeating aloud these words and sentences:

   willingly
   frequency
   innermost
   humidify

   anxiously
   proposition
   likelihood
   equestrian

   Order me a jelly sandwich.

   What did you do on your last vacation?

   Bill asked if you would go with him to the seashore.

   Missy missed the morning train to Minnesota.

3. Count from 1 to 10 very slowly, then repeat slowly, and again count rapidly. Hold each word or syllable for several seconds on the same pitch.

4. Use a tape recorder and say the following sentences or words, pronouncing each syllable clearly and distinctly. Play back your recorder and evaluate your performance. Repeat until you are satisfied.

   Peter Piper picked a peck of pickled peppers.
   Six thick thistle sticks, six thick thistles stick.
   pop bottle
   hangings
   picture
   fountain

bad time
several special sales
Should such shapely sashes shabby stitches show?
finally
yellow
tribulation
number
shipping
My friend fell five floors Friday.
Enunciation elevates elocution.

5. Read the following sentences into a tape recorder emphasizing the words that are underlined. Notice the difference in tone or meaning:

Who did the marking on the wall?

Who did the marking on the wall?

Who did the marking on the wall?

Did she show up at the meeting?

Did she show up at the meeting?

I didn't hear the message.

I didn't hear the message.

I didn't hear the message.

# BASICS OF COMMUNICATION

Communication means exchanging information. We may exchange information by using words in spoken or written forms or by using actions such as our facial expressions and other body movements. In one form or another, we all communicate.

An important part of communication is learning to communicate effectively. It is critical that your message by understood exactly as you mean for it to be. If your message is not understood correctly, others can be drastically misinformed. Poor communication may also be offensive to someone else even though you had no intention of hurting anyone's feelings. Everyone should be cautious to communicate as effectively as possible at all times.

Fortunately, communication skills can be learned. Not all of us are excellent communicators at this time; however, now that you realize the importance of communicating effectively, you can develop your communications skills.

The types of communication we most often think about and study are spoken and written communication. Both of these areas will be covered in more detail in later Instruction Sheets in this module. However, there are two other areas of communication that will be covered here. These are listening and nonverbal communication.

# LISTENING

To be an effective communicator, you must be a good listener. Some people make poor conversationalists because they do not listen to the other people with whom they are talking. Most people spend about one-half of the time they are awake listening to others. Therefore, to be a good communicator either in informal conversation or in a formal business meeting, you must be a good listener.

Some suggestions for good listening are listed as follows:

1. Take time to listen. Be willing to give your time and attention to the speaker.
2. Concentrate on what is being said. Do not let your mind wander away from the speaker.
3. Show that you are listening by smiling or nodding to let the speaker know you are paying attention.
4. When you are unclear on a point, if appropriate, ask questions.
5. Avoid barriers to listening by not interrupting, arguing, talking too much, being preoccupied, or anything else that may hinder listening for you or others who are trying to listen.

(Source: Vocational Education Competency-Based Modules, Kentucky Department of Education, 1985-86)

# NONVERBAL COMMUNICATION

The adage, "actions speak louder than words," is sometimes very true. Nonverbal communication includes facial expressions, the use of gestures, and all types of body language. Ideas and thoughts are expressed to others many times without the use of words.

Your instructor may at times stop his/her teaching and "stare you down" for talking too much in class. Without saying a word, the teacher is asking you to be quiet. A public speaker may emphasize a point by using a facial expression or using his/her hands to get your attention. Ballet dancers express their interpretations of music through body movements and dance.

Facial expressions say a great deal about how you feel. A smile generally indicates happiness. A frown generally indicates unhappiness or discomfort. Wrinkled brows could mean you are thinking about a problem, concentrating, or doubting something that has been said.

Eye contact is also very important in communication. When talking to others, good eye contact shows you are self-confident, honest, direct, knowledgeable, and interested.

Hand and arm movements, called gestures, can add to the effectiveness of communication as well. Raised arms in a speech, folded hands in a prayer, a shaking finger, hands on the hips, or arms folded across the chest all are gestures that have certain meanings. Gestures can add emphasis; however, too many gestures or too much movement can be distracting and annoying.

Nonverbal communication is not necessarily good. Twisting hair around fingers, biting fingernails, pushing up glasses, or touching the face excessively can indicate nervousness, insecurity, or boredom. Always be conscious of your nonverbal cues and try to only use them to your advantage in communicating to others.

(Source: Vocational Education Competency-Based Modules, Kentucky Department of Education, 1985-86)

# NON-VERBAL COMMUNICATION

| If they are: | Then they may be feeling: |
|---|---|
| Smiling | Enthusiasm and interest |
| Nodding affirmatively | |
| Leaning forward | Agreement with what's happening |
| Maintaining eye contact | |

| If they are: | Then they may be feeling: |
|---|---|
| Yawning | Boredom |
| Staring off into space | Fatigue |
| Shuffling feet | Disinterest |
| Leaning back in chair | |
| Looking at clock | |

| If they are: | Then they may be feeling: |
|---|---|
| Frowning | Confusion |
| Scratching head | Disagreement |
| Pursing lips | Suppression of feelings |
| Staring off into space | |
| Avoiding eye contact | |

# COMMUNICATION THROUGH CONVERSATION

Conversation is the sharing of ideas, opinions, and thoughts with others. Conversation is talking "with" others not talking "at" them. Being a good conversationalist is important in socializing and making friends as well as in succeeding in school and on the job. The main form of communication between people is conversation.

Some people are better conversationalists than others. The best way to engage in conversation with someone else is to identify the areas in which you have common interests. You might discuss your hobbies, career plans, favorite movies, sports, current events, or any other topics in which you are all interested. Controversial subjects such as politics and religion should be avoided or at least discussed very tactfully.

When starting a conversation, you should ask open-ended questions or make statements that should initiate a response from your conversation partner. Questions that can be answered with a one-word response should be avoided. Questions beginning with "who," "what," "when," "why," or "how" tend to work well to draw people into conversation.

In conversation with others, be sure to do your share of listening. Do not spend a lot of time talking about yourself. Try to hear from others as much as possible. Concentrate on what others are saying. Some people are so concerned about what they should say next that they do not hear what is being said by others. Let the conversation flow naturally.

Some general suggestions concerning conversation are:

1. Ask questions that promote conversation.
2. Be genuine and sincere when conversing with others.
3. Listen so others will talk.
4. Introduce yourself and start conversation with people in your school or group whom you do not yet know.
5. Do not argue or discuss controversial subjects.
6. Let the conversation flow naturally.

## BARRIERS TO EFFECTIVE ORAL COMMUNICATION

1. Use of madeup nicknames. Teasing persons by coming up with a nickname based on some characteristic and frequent use of this nickname can be viewed as a "put down" or attempt to ridicule.

2. Moralizing and Advising. Telling others what we think is proper or providing solutions to every problem mentioned can be an annoying habit. Most people with problems want your attention and support as a good listener while they talk through their problems rather than a solution that expecting you to say what is right or what they should do. If they don't ask for advice, don't give it. Be a good listener.

3. Ordering or Threatening. Trying to control others' actions or speaking in a dictatorial tone does not give the respect people want and deserve. You should ask your colleagues to do something rather than tell them to do it.

4. Questioning. Too much questioning can make a person feel uncomfortable as if they are being cross-examined. Also, questions which probe personal matters, cost of items, or amount of earnings are inappropriate in most situations.

5. Criticizing. Speaking negatively about another person's behavior or attitudes is a conversation stopper. This barrier carried to extreme is guaranteed to disrupt interpersonal relationships.

6. Evaluative Praise. Overuse of praise can be a barrier, particularly if it is given in a superior manner or perceived as insincere. Praise is appreciated and valuable when sincere, but overuse is annoying (Example, You did a great job, but then you always do.)

7. Diversion. Changing the subject and minimizing another person's problems with such comments as "Don't dwell on it. . . ." or "You should have had the problems I had. . . ." leave the listener believing you are disinterested.

8. Logical Argument. Trying to appeal to a person with facts and logic without knowing about other factors may result in miscommunication.

# Duty Area: COMMUNICATION SKILLS (SPEAKING/LISTENING)

Advanced Level

KCBAE Level III

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**COMPETENCIES:**

| | |
|---|---|
| 11.01 | Demonstrate listening skills |
| 11.02 | Demonstrate verbal communication skills |
| 11.04 | Demonstrate ability to give and receive messages |
| 11.05 | Interpret non-verbal communication |
| 11.07 | Demonstrate a functional vocabulary |
| 11.09 | Demonstrate use of oral and written and English |
| 11.11 | Use research tools to locate information |

## RELATED SKILLS

Mathematics
Science
Health/Wellness
Technology/Tools
Consumer Economics
Home Management
Family Relationships
* Interpersonal/Social 8.01, 8.04
* Self-Management 9.02, 9.05
Employability
* Communication 12.03, 12.05
Thinking
Social Sciences
Govt./Citizenship
* Cultural Diversity 15.01, 15.02
Community Resources

## PREREQUISITES

Rudimentary listening and speaking skills

## PROGRESS BENCHMARKS

1. Ask questions to clarify oral instructions when given directions to accomplish a task
2. Conduct a small group meeting to plan and carry out a task
3. Give an oral presentation including visuals
4. Conduct a business meeting demonstrating leadership skills and a functional knowledge of parliamentary procedure
5. Roleplay an interview for a job; videotape the interview and critique it
6. Describe verbal and nonverbal differences when communicating orally with a person from another country

## TERMINOLOGY

Terms that students should know or learn as part of this lesson.

Evaluate
Graphic
Introductions
Rehearse
Parliamentary Procedure
Summary
Layout
Fraud
Opinion
Functional
Presentation
Alternative
Independently
Transparencies
Journal
Visual
Interpretation
Impromptu

## REFLECTIONS

Effective speaking and listening are important in every aspect of life. As we relate to other people, we strive to clearly communicate messages orally more often than in written form. Giving attention and practicing speaking and listening techniques can improve our communication with others. Remember, communication translates to a mutual understanding of the message conveyed.

**COMPETENCIES 11.01, 11.02, 11.04, 11.05, 11.07, 11.09, 11.11**

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## SAMPLE LEARNING ACTIVITIES

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PB 1 (11.01, 11.02, 11.04, 11.07. 11.09) (CR 9.02)
Benchmark Task: Ask questions to clarify oral instructions when given directions to accomplish a task. Select something that you would like to learn to do. Identify someone who can help you learn the task you have selected and have them give you verbal instructions. Listen carefully and ask questions to be sure you understand directions. Take notes as necessary. Repeat back instructions you need verified. Have the person teaching you the task help you evaluate how well you listened and how well you followed instructions.

(Basic content areas: Evaluating listening strengths and weaknesses, improving listening skills, listening and noting instructions, repeating information and asking questions for clarification)

1. Watch a television "self-help" show (i.e., cooking, gardening, home repairs, or other topic). Write down questions that would help you understand the directions better if you could ask them of the presenter. (I, ET: 1 hr. 30 min.)

2. Work with a partner in class to exchange information on how to do a task with which you are unfamiliar. Take notes and ask questions for clarification. Help each other evaluate listening skills and how well you understood the directions. (G, ET: 20 min.)

3. Listen to a speech given by someone (i.e., organizational meeting, church, television program, community group). Listen and take notes of important points made by the speaker. Write a summary of the content of the presentation using your notes as a guide. At the top of the summary, give the name or title of the speaker and the date of the presentation. (I, ET: 1 hr. 30 min.)

4. Work with a fellow student to evaluate your skill in listening, notetaking, and interpretation of what you hear. Select a presentation that you both can listen to separately; for example, a television news commentary such as a segment of "60 Minutes." Each person is to listen carefully, take notes, and write a summary. The next day, compare notes with each other and see how closely the two of you reached a common understanding. Discuss with each other the responsibilities of the speaker and the listener to achieve accurate verbal communication. (G, ET: 2 hrs.)

5. During the next week, focus on evaluating and improving your listening skills when you are asked to do anything by someone in or outside of class. Keep a journal by date identifying the task and your evaluation of how well you listened and clearly understood what you were told. At the end of two weeks, review your journal entries and rate your listening skills as Excellent, Good, Fair, or Poor and explain the rationale for your ratings. (I, ET: Varies)

6. Reflect on your experiences in improving your listening skills. Write a list of "Ten Tips for Better Listening" based on what you have learned. If possible, prepare your list as a handout which could be shared with other students. Include a drawing or graphic design and prepare the layout in a neat and attractive manner. An alternative project could be to make a poster or bulletin board including these tips. (I, ET: 45 min.)

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# COMMUNICATION SKILLS (SPEAKING/LISTENING) - KCBAE Level III

**COMPETENCIES 11.01, 11.02, 11.04, 11.05, 11.07, 11.09, 11.11**

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## SAMPLE LEARNING ACTIVITIES

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**PB 2 (11.01, 11.02, 11.05, 11.07, 11.09) (CR 8.01, 8.04)**
**Benchmark Task: Conduct a small group meeting for 3-5 people to plan and carry out a task: a panel discussion to be presented to the total class on a selected topic or a recorded public service announcement for radio about the adult education program.**

**(Basic content areas: Conversational skills, introduction skills, listening skills) teamwork, group facilitation skills, group interaction, brainstorming, teamwork in work groups)**

1. Using Attachment A, work with two other classmates to practice making introductions. (G, ET: 1 hr.)

2. Work with two other classmates to improve your thought organization and oral response to questions. Each person in the group is to write 5 questions to ask the other two group members. After all questions are written, take turns asking and responding to the questions. Discuss with each other your evaluation of your responses in terms of organization of ideas, clarity of response, and appropriate interpretation of the question. (G, ET: 40 min.)

4. Participation in work groups is a commonplace activity in today's industry setting. Regular meetings take place with teams of workers seeking ways to increase productivity and improve product quality. Learning to communicate effectively and to achieve the common purpose of a group are important work skills. These skills are also beneficial for participation in community service groups. Becoming an effective group member requires attention to the following interpersonal attributes: respect and consideration for ideas and opinions of others; ability to present your ideas in a logical, organized manner; and assumption of joint responsibility with other members for accomplishment of the group purpose. Read about teamwork and group participation in a resource book, and complete the self-evaluation of your own skills as a group facilitator using Attachment B. (I, ET: 1 hr.)

5. Participate in a small group meeting of 4-6 classmates to discuss ways to improve the adult education program. Orally present at least one idea to the group. Preplan the idea before presenting it to the group. Present your idea and rationale in an organized, persuasive manner. (G, ET: 1 hr.)

6. Whether you are a group leader or a group member, certain meeting rules apply. Consider a meeting that you recently attended, and rate its success using the following directions: On a sheet of paper, give a rating to each item using a scale of 5 Excellent, 4 Very Good, 3 Good, 2 Fair, 1 Poor. Write a rationale for each of the ratings.

    a. The purpose of the meeting was clear.
    b. A planned agenda presented topics in a logical order.
    c. The meeting facility was appropriate and well prepared.
    d. The leader assisted the group in achieving its purpose.
    e. Participation of all group members was encouraged.
    f. Excessive talkers were kept under control.
    g. The group leader summarized periodically and caused group participants to work together. (I, ET: 15 min.)

**COMPETENCIES 11.01, 11.02, 11.04, 11.05, 11.07, 11.09, 11.11**

**SAMPLE LEARNING ACTIVITIES**

PB 2 (Continued)

7. Act as a group leader for a small group of 3-5 persons. The purpose of the group is to recommend a community project for the class. Brainstorm ideas by having all members give ideas. List these ideas without comment or discussion. Then have each person explain why the idea presented is worthy of support. Ask group members to pick the top three ideas individually, ranking them from 3, the highest rating, to 1, lowest rating. The leader takes the ratings of each group member and tallies to determine the top three ideas or those receiving the highest total points. A thorough discussion takes place on the three highest rated items. After discussion, a group consensus or vote is taken to select the idea for presentation to the total class. (G, ET: 30 min.)

PB 3 (11.02, 11.07, 11.09)
Benchmark Task: Give an oral presentation including visuals.

(Basic content areas: Researching a topic, outlining ideas, planning and rehearsing a presentation, preparing visuals to illustrate main ideas)

1. Read the information in Attachment C on "Communicating before Groups." Select a purpose for a presentation that you might make before a group. Identify the group, the topic, and the purpose of the presentation. Write an introduction, outline topics to be covered in the body of the presentation, and write a summary or closing. (I, ET: 1 hr.)

2. Prepare one or more visuals to use with a presentation on the material developed in Activity 1 above. Read Attachment D, "Preparing visuals" before completing this activity. (I, ET: 40 min.)

3. Rehearse the presentation prepared for Activities 1 and 2; then deliver this presentation to a small group of 3-5 students. Write a paragraph evaluating how well you did the presentation. Give examples to support your opinion. (G, ET: 1 hr.)

4. Plan a speech to give before a group; i.e., your class, a club meeting, church activity, or other group. Give special thought to how you will begin and end the speech. Write an opening and closing. (I, ET: 45 min.)

5. Develop an outline of the content to be covered in the body of the speech. Then develop in writing what you can say about the topics of the outline. Read what you have written aloud, then practice talking from the outline alone. Don't try to say the same words you wrote; the purpose of writing the speech was to help you plan in advance what could be said. Prepare two or three visuals (i.e., transparencies, flipchart, models, charts, slides). Determine how much time your speech should take. Rehearse the presentation to be sure you are within the time limit and can readily handle the visual materials. Present the speech to an appropriate group as identified in Activity 4. (G, ET: 2 hrs.)

**COMPETENCIES 11.01, 11.02, 11.04, 11.05, 11.07, 11.09, 11.11**

**SAMPLE LEARNING ACTIVITIES**

**PB 3 (Continued)**

6. Work in a small group to practice impromptu speaking. Each person in the group draws a topic from topics that have been written on slips of paper and folded. Spend 45 minutes preparing a 3-minute speech. At the end of preparation time, each person gives his or her speech to other members of the group. (G, ET: 1 hr.)

**PB 4 (11.01, 11.02, 11.04, 11.05, 11.07, 11.09, 11.11) (CR 9.08, 12.03, 12.06)**
**Benchmark Task:** Conduct a business meeting demonstrating leadership skills and a functional knowledge of parliamentary procedure.

(Basic content areas: Parliamentary procedure for opening and closing meetings, making motions, gaining recognition from the chair, voting on a motion, conducting a discussion, and closing the meeting; planning and preparing for meetings; acting as leader or chairperson)

1. Study Robert's Rules of Order or other reference on parliamentary procedure, and make a list of how to plan the order of business and the proper way to gain recognition of the chair to speak, make a motion, conduct a discussion, vote on a motion, and close the meeting. (I, ET: 1 hr.)

2. With a small group or the total class, develop the agenda for a class meeting to plan a community service activity. (G, ET: 25 min.)

3. Conduct the meeting above or participate as a member and make one or more motions and call for the question (a vote). (G, ET: 20 min.)

4. Read Attachment E on "Serving as Meeting Chairperson." Discuss what you have read with another classmate. Working together, make a list of 10 points that you believe are the most important to remember to conduct a good meeting. (G, ET: 45 min.)

5. In a small group of 3-5 persons, determine the best way for the Leader of a meeting to handle the following people to encourage participation and insure maximum contribution by participants: The nonparticipant, two or more participants in a violent argument, disruptive side conversations between participants, the late arrival, the chronic arguer. (G, ET: 45 min.)

6. In a group of 4-5 people, take turns conducting a meeting that deals with the following items of business: Calling the meeting to order, presenting the agenda or order of business, presenting reports, handling motions, and closing the meeting. Suggested business for the meeting include such things as planning an industry visit, raising funds to donate to a community worthy cause (determine the cause), or electing class officers. (G, ET: 45 min.)

**COMPETENCIES 11.01, 11.02, 11.04, 11.05, 11.07, 11.09, 11.11**

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## SAMPLE LEARNING ACTIVITIES

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**PB 5 (11.01, 11.02, 11.05, 11.07, 11.09) (CR 9.05, 12.05, 12.07)**
**Benchmark Task:** Roleplay an interview for a job; videotape the interview and critique yourself; discuss the interview in a private conference with your instructor.

(Basic content areas: Anticipating interview questions, organizing ideas, making a positive impression, planning the interview, evaluating your interview skills)

1. Behavioral interview questions ask you to identify specific activities completed in the past that can help predict future behavior on the job. Examples of these questions are the following:

   Think of a problem person you had to deal with on your last job and describe how you handled the situation.

   Give an example of a goal you have set in the past and how successful you were in accomplishing the goal.

   When you've had to do a job that was particularly uninteresting, how did you deal with it?

   Work with a classmate playing the role of interviewer and respond to the three questions above. Reflect back on your response with your partner and evaluate your responses. (G, ET: 1 hr.)

2. Working with the same classmate, write 3 other behavioral interview questions and work together to determine responses to the questions. When both persons are satisfied with the responses, give a written copy of the questions and responses to your instructor to be placed in your student folder. (G, ET: 25 min.)

3. In a small group of 3 persons, have 2 people practice roleplaying a short job interview while the third person videotapes the interviews. Rotate roles until all three persons have served in all three roles. Watch the videotape with the group and discuss ways to improve appearance, body language, voice quality, and verbal responses. (G, ET: 1 hr.)

4. Select a local business or industry that could be a potential employer for you. Find out as much as possible about the company: products or services, organizational structure, number of employees, different types of jobs, names and phone numbers of persons responsible for hiring personnel, hiring practices, employment tests, job application forms, and any other available pertinent information about the company. Study this information and collect it in a notebook. (I, ET: 3 hrs.)

5. Imagine that you are the personnel manager of the company selected in Activity 4. Assume that you are hiring to fill an opening for a job that would fit your interests and qualifications. Plan for an interview by writing interview questions that you might ask to determine if the individual can perform the tasks required by the job. (I, ET: 20 min.)

**COMPETENCIES 11.01, 11.02, 11.04, 11.05, 11.07, 11.09, 11.11**

**SAMPLE LEARNING ACTIVITIES**

**PB 5 (Continued)**

6. Have another student work with you to roleplay the part of the interviewer and ask you the questions written for Activity 5. Practice interviewing for the position. (G, ET: 45 min.)

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**PB 6 (11.01, 11.02, 11.05, 11.07, 11.09) (CR 9.14, 15.01, 15.02)**
**Benchmark Task:** Describe verbal and nonverbal differences when communicating orally with a person from another country; i.e., Japan, Russia, China.

(Basic content areas: Understanding other cultures, different meanings of verbal and nonverbal cues, listening and observing for information, summarizing and presenting ideas)

1. Interview a person in the community who represents another nationality or cultural group to determine how customs differ from those customs in the community. Tape record the interview and write a summary of what you learned from the interview. (I, ET: 1hr. 30 min.)

2. Read a reference or watch a video on a selected country other than the United States to learn about the culture and language differences. Make a list of verbal and nonverbal communication differences. (I, ET: 2 hrs.)

3. Observe and listen to a conversation between a person from another country with someone else. This conversation may be live or may come from a television program including someone from another country. Write specific actions or terminology in conversation and language patterns which you note differ from your own communication habits. (I, ET: 1 hr.)

4. Read a book written by a foreign author and set in another country. Write down language differences that you might read. (I, ET: Varies)

5. Select a country different from the one selected in PB 6, Activity 2. Learn about the culture and language differences by whatever method is available (reference books, videos, television, interviews). Make a list of verbal and nonverbal communication differences. (I, ET: 1 hr.)

6. Imagine that you are living in the country selected for PB 6, Activity 5. Describe the adjustments in your communication habits or patterns would be needed. (I, ET: 45 min.)

7. Use electronic mail or the telephone to contact a person in another country where English is generally spoken; i.e., England, Switzerland, Australia. Make a list of words, phrases, and language patterns that differ from our own. Internet by computer is a good way to carry out this activity. Electronic mail addresses provide access to individuals from other countries. Community colleges or universities throughout Kentucky are connected to Internet and may provide access for this activity. Also, commercial computer services such as CompuServe or Prodigy provide access for this activity. (I, ET: 2 hrs.)

# COMMUNICATION SKILLS (SPEAKING/LISTENING) - KCBAE Level III

**COMPETENCIES 11.01, 11.02, 11.04, 11.05, 11.07, 11.09, 11.11**

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**RESOURCES**

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### Books

| | |
|---|---|
| Running Press Book Publishers. | The Overnight Guide to Public Speaking |
| Glencoe. | Developing Speaking Skills |
| Curriculum Associates. | Advanced Skills for Success: Learning from Verbal Presentations and Participating in Discussions-Module 4 |
| New Readers Press. | Speaking Up at Work |
| South-Western Publishing Co. | 1) Basics of Oral Communication<br>2) Business Communication |
| Contemporary. | 1) Building Basic Skills in Reading, Books 1 and 2<br>2) Reading Fiction<br>Bridges to Critical Thinking |
| Lakeshore Life Skills. | 1) Real-Life Reading Worktext<br>2) Read That Label<br>3) Vocabulary Makes Sense |
| Globe Fearon. | 1) Globe Literature, Blue Level<br>2) Globe Comprehension Workbook |
| Steck-Vaughn. | Connections in Literature and Arts |
| Scott-Foresman. | Body English |

### Videotapes

| | |
|---|---|
| Impact Publications. | 1) Confident Public Speaking, $149.95<br>2) High Impact Communication Skills, $149.95 |
| Meridian. | 1) Difficulties in Communication<br>2) Media Communications |

### Additional Videotapes

| | |
|---|---|
| CareerTrack Publications. | Effective Listening Skills and How to Listen Powerfully |

**COMPETENCIES 11.01, 11.02, 11.04, 11.05, 11.07, 11.09, 11.11**

**RESOURCES (Continued)**

| | |
|---|---|
| Films for Humanities and Science. | 1) Talk Business: Communicating Professionally $89.95<br>2) Listening to Others, $149<br>3) Making Your Voice Heard, $129 |

**ADDITIONAL RESOURCES**

**ADDITIONAL LEARNING ACTIVITIES**

# MAKING INTRODUCTIONS

Making introductions is a skill we use often. Knowing the proper way to introduce persons increases our confidence in interacting with others. The following general rules apply:

> **First, say the name of the person to whom by virtue of position held, age, or situation you wish to give special recognition; then say the name of the person to be introduced.**
>
> Examples
>
> Introducing Jane Goodson to your employer, Mr. Smith:
>
> > Mr. Smith, this is Jane Goodson.
>
> Introducing your friend, Bill Jones, to your mother:
>
> > Mother, this is Bill Jones.
>
> Introducing a co-worker, Hixon Grady, to a special guest, Millicent Lawson, who was the speaker at a banquet where the introduction is made:
>
> > Miss Lawson (or Millicent Lawson, depending on your level of acquaintance), may I introduce Hixon Grady.
>
> If the persons to be introduced have no different status or rank which determines which name to be said first, the introduction may be made with either name order.
>
> **When making introductions, add an explanatory comment to help promote conversation between the persons being introduced.**
>
> Examples:
>
> Mother, this is my friend Bill Jones. Bill and I were classmates last year in the adult education program. He works at Marx Electronics.

Miss Lawson, may I introduce Hixon Grady. Hixon and I are co-workers at the ACT Literacy Center. He has a special interest in your presentation on computers. He is promoting the use of computers in adult education programs.

**With two classmates, practice roleplaying to make the following introductions. Supply additional remarks as appropriate:**

Introduce your younger sister, Mary, to your employer, Mr. Marks.

Introduce two of your friends who have not met one another--Missy Young, a local beautician, and Charles Macauley, the county attorney.

The Regional President of a civic organization, Xi Yang, to your local Chapter President, Alice Groth.

A new member of your church group, Milton Cross, to your Pastor, Reverend Zandell.

## GROUP FACILITATION

Using the following scale, rate your skills as a group facilitator: 5 Outstanding, 4 Very Good, 3 Good, 2 Fair, 1 Poor. Circle the number that represents your opinion of each skill. Use the areas marked below 3 as goals for improvement.

5 4 3 2 1 Encourages all group members to participate

5 4 3 2 1 Contributes ideas without dominating the discussions

5 4 3 2 1 Shows respect for all persons' opinions

5 4 3 2 1 Interacts in a positive manner with other group members

5 4 3 2 1 Suggests procedure or ideas for accomplishing the group task

5 4 3 2 1 Asks for suggestions, ideas, and opinions

5 4 3 2 1 Clarifies by reflecting ideas and suggestions for affirmation; gives examples and defines terms

5 4 3 2 1 Checks with the group to see how much agreement has been reached

5 4 3 2 1 Based on group discussion, offers a decision or conclusion for the group to accept or reject

5 4 3 2 1 Attempts to reconcile disagreements and get people to explore their differences

5 4 3 2 1 Offers compromises when ideas conflict

## COMMUNICATING BEFORE GROUPS

To be an effective speaker, know the audience and understand the purpose of your presentation. Speech purposes usually fit one of three purposes: to present information, to persuade, or to entertain. Remember, communication involves having the listener receive the message the way the speaker intended. The listener's understanding should mirror the speaker's intent. Good communication requires that you know something about your audience and their backgrounds: size of audience, educational levels, technical knowledge, familiarity with your topic, occupations, and concerns and opinions.

Choose a topic that you know something about and about which you are enthusiastic. Know what you are talking about and have a personal interest in the topic (Fuller & Shilling, 1990). After selecting a topic, make an outline similar to the following:

A. Introduction to topic

B. Purpose

C. Body of Speech
    1. First point
    2. Second point
        a. Subpoint
        b. Subpoint
    3. Third point

D. Example or case study

E. Conclusion

Making an outline forces you to determine your purpose, main points, and conclusion. Instead of writing and reading or memorizing a paper, prepare carefully but deliver the presentation with the help of notes. Make your notes easy to read on 5 x 8 inch cards.

The opening should get the attention of your audience. You might begin with a question, an illustration, a quotation, or a humorous story. You could also begin by telling what the talk is about and something about yourself, your experience with the topic, and how it will help your audience (Vik, Wilkinson, C., & Wilkinson, D., 1990).

After the opening, continue to provide signposts throughout the presentation. You can signpost by starting each section of the talk by announcing the topic, a heading, or visually listing keywords on a board, overhead projector, or flip chart. As you proceed with the presentation, consider following a process such as definition, explanation, clarification, and examples.

Quit talking when you have finished what you planned to say. Suggestions for concluding a talk include the following:

1) Summarize important points
2) Challenge the audience to do something
3) Provide an illustration, anecdote, or quotation to emphasize the main point

## PREPARING VISUALS FOR PRESENTATIONS

Visual aids can reinforce what you say when making a presentation. To be effective, however, keep them simple and use them to emphasize main points or areas that are difficult to understand. When listing ideas on a board, transparency, flipchart, or other media, use short phrases rather than complete sentences. Keep information on each visual easy to read at a glance. The size must also be easy to see. The number in the audience and the arrangement of the room will help determine the best type of visuals to use and the size needed.

Color can be effective, but overuse of color detracts just as too many details detract. When using an overhead projector, preparing transparencies in the landscape mode (11" x 8 1/2") can be most easily projected.

Consider the time factor. Visuals can help you clarify a point in a shorter time than words; for example, explaining a unfamiliar process could be easier understood with a demonstration or diagram. However, misused they can waste time and obscure ideas (showing a model or detailed chart already familiar to the audience or giving details not necessary to understand the main points). Carefully plan visuals to enhance your speech, but don't overdo.

# SERVING AS MEETING CHAIRPERSON

Successful meetings require good leadership to avoid wasted time, indecision, or inaction. A leader or chairperson must give everyone an equal chance to contribute and know some simple rules of parliamentary procedure to keep the meeting running smoothly.

The leader must respect the participants and encourage participation. Being an effective meeting leader involves successfully dealing with people (Vik, C. Wilkinson, & D. Wilkinson, 1990). The following suggestions may help deal with common problem situations:

Nonparticipation. Direct a question to a nonparticipant or ask his/her opinion on a point of discussion.

Argument. Allow one side to fully state a position and give the other side equal time. Do not allow interruptions. One way to mediate conflicts is to have one person explain what the conflict is about and how he or she feels (Hart, 1991). The second person listens, paraphrases what was said, and then states what she or he feels. The first person listens then paraphrases what was said and states a desired outcome. The second person listens and states the desired outcome. The purpose of stating, listening and paraphrasing is to clarify the issues and find a solution.

Side Talk. Ask the people involved to share their ideas with the rest of the group. If this doesn't work, ask them to help the group get back on task by waiting until later to discuss side issues.

Late Arrival. Minimize the disruption by leaving an empty chair near the door. Don't comment on the late entry.

The Discussion Wanderer. When someone can't seem to get around to the point, tactfully state the point the best you understand it. Use a question, if possible; for example, "You think the cost of the item is too high?"

Unexpected and Unrelated Points. When a point is brought up which is unrelated to the purpose of the agenda, interrupt and get back on the agenda (perhaps promising to discuss this point after the meeting or at another time).

Do your homework before the meeting. Study the background of agenda items. Carefully consider your own ideas before presenting them. Generally, it is best to listen to other's ideas before speaking as a chairperson.

At the end of the meeting, summarize accomplishments and be sure everyone understands conclusions reached. Follow up with minutes or a written summary.

Fuller, L.K., & Shilling, L.M. (1990). Communicating comfortably: Your guide to overcoming speaking and writing anxieties. Amherst, MA: Human Resource Development Press, Inc.

Hart, L.B. (1991). Faultless facilitation. Amherst, MA: Human Resource Development Press, Inc.

Vik, G.N., Wilkinson, C., & Wilkinson, D. (1990). Writing and speaking in business. Boston, MA: Irwin.

# Duty Area: COMMUNICATION SKILLS (WRITING)

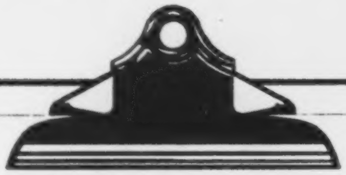
KCBAE Level I

Beginning Level

**COMPETENCIES:**

11.03 Demonstrate written communication skills
11.06 Write legibly
11.07 Demonstrate a functional vocabulary
11.08 Comprehend written materials
11.09 Demonstrate correct oral and written English
11.10 Distinguish between fact and opinion
11.11 Use research tools to locate information
11.12 Apply instructions or information from manuals or reference materials
11.13 Demonstrate awareness of various forms of literature

## RELATED SKILLS



Mathematics
Science
* Health/Wellness 2.03, 2.14
Technology/Tools
Consumer Economics
Home Management
Family Relationships
Interpersonal/Social
* Self-Management 9.06, 9.10
Employability
Communication
* Thinking 12.03, 12.07
Social Sciences
* Govt./Citizenship 14.01
* Cultural Diversity 15.01
* Community Resources 16.01

## PREREQUISITES

At the beginning level, assume no prerequisites and continuously assess for deficits in skill and background knowledge

## PROGRESS BENCHMARKS

1. Write legibly when copying material from printed material
2. Write personal data about family and friends
3. Construct written paragraphs explaining directions for a daily living task
4. Locate and write information from reference sources
5. Construct paragraphs and organize them logically to convey a message
6. Complete in written form information requested on simple forms

## TERMINOLOGY

Terms that students should know or learn as part of this lesson.
Chronological Order Portfolio Sequence

## REFLECTIONS

Our lives are enriched as we develop the skills that allow us to better express ourselves, whether it be a note to a friend, a business request, or merely a written reminder to ourselves. Written communication is an important part of our daily lives. With practice, our writing skills improve, and we become more confident in our use of writing to communicate with others.

**COMPETENCIES 11.03, 11.06, 11.07, 11.08, 11.09, 11.10, 11.11, 11.12, 11.13**

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## SAMPLE LEARNING ACTIVITIES

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PB 1 (11.06, 11.08) (CR 12.07)
Benchmark Task: Copy a paragraph from a book and make sure that all letters are legible.

(Basic content areas: Writing alphabet letters and numbers; copying words, sentences, and paragraphs; writing legibly)

1. Write upper and lower case alphabet letters to match standard printed or cursive guide. (suggest Steck-Vaughn Handwriting) (I, ET: 10 min.)
2. Trace and write words--connecting letters and using capital letters as appropriate. (suggest Steck-Vaughn Handwriting) (I, ET: 15 min.)
3. Write spelling words legibly for study at home. (I, ET: 5 min.)
4. Copy sentences accurately on worksheet directly below example. (I, ET: 10 min.)
5. Copy a short verse, quote, or song lyric. Teacher will provide a variety to choose from or students will bring favorites to share. (I, ET: 15 min.)
6. Evaluate your own handwriting, stating what you like about your writing and what needs more work. (I, ET: 5 min.)
7. From three writing samples, choose your best work to add to your student folder. (I, ET: 5 min.)
8. Discuss differences between standard writing and individual styles--what works and what doesn't. (G, ET: 10 min.)

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PB 2 (11.03, 11.06)
Benchmark Task: Write names, addresses, phone numbers, and birthdays of four people; e.g., family members and/or friends.

(Basic content areas: Writing numbers, letters, and words; completing personal information needed on simple forms)

1. Write numbers legibly from examples on worksheet. (Steck-Vaughn Handwriting or similar resource) (I, ET: 10 min.)
2. Writes dates and addresses using capital letters and commas correctly. (Steck-Vaughn Language Exercises or similar resource) (I, ET: 15 min.)
3. Pass a form provided by the teacher around your small group/table, filling in your name, address, phone number, and birthday. Then each person makes a copy of the completed list. (G, ET: 15 min.)

**COMPETENCIES 11.03, 11.06, 11.07, 11.08, 11.09, 11.10, 11.11, 11.12, 11.13**

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**SAMPLE LEARNING ACTIVITIES**

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**PB 2 (Continued)**

4. Write the alphabet, then alphabetize short lists of words and names. (Steck-Vaughn Language Exercises or similar resources) (I, ET: 20 min.)

5. Write class members' names in alphabetical order. (I or G, ET: 20 min.)

6. Make or purchase an address book in which you will include at least four family members and/or friends. Include name, address, phone number, and birthdays. (I, ET: 20 min.)

7. Make a chronological list of classroom birthdays (allow space for new people) on a classroom calendar with large squares; write the birthdays of all class members. (G, ET: 20 min.)

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**PB 3 (11.06, 11.07, 11.09, 11.11) (CR 2.03, 9.06, 12.03)**
Benchmark Task: Write directions for various life situations; e.g., how to call emergency service to report an accident, call the police, call for a bus schedule.

(Basic content areas: Organizing thoughts, sequencing steps, writing directions, giving instructions, asking for assistance)

1. Sequence a four-step set of directions for a simple activity (e.g., starting a car, fixing scrambled eggs). (Resource such as Reading Attainment for sequencing exercises.) (I, ET: 5 min.)

2. As a group, choose an activity to explain to the class. List all of the steps and be sure they are in the correct sequence. (Many hardware and decorator centers will loan instructional videos.) (G, ET: 30 min.)

3. Police community relations department will bring video and 911 presentation to the classroom. Also check with phone company. After the presentation, write the steps for a 911 call. Role play a 911 call situation. (G, ET: 1 hr.)

4. Choose something you like to do. Write the directions. In your small group read the directions and ask group members if your directions are clear or if they need more information. Do they understand how to do your activity? (I & G, ET: 1 hr.)

5. Given a basic level city map, write the directions from one place to another. (Resource such as Steck-Vaughn map series.) (I, ET: 20 min.)

6. Write directions from the learning center to your home. Each step of the directions should be on a separate line. Give street names, distances, direction to turn, and land marks. Check to be sure your steps are complete. Include your address and phone number. May also include a hand-drawn map, well-labeled. (I, ET: 15 min.)

**COMPETENCIES 11.03, 11.06, 11.07, 11.08, 11.09, 11.10, 11.11, 11.12, 11.13**

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## SAMPLE LEARNING ACTIVITIES

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PB 4 (11.08, 11.11, 11.12) (CR 9.06, 15.01, 16.01)
Benchmark Task: Use the phone book, dictionary, or other reference materials to locate and use information.

(Basic content areas: Locating alphabetized information, using directories and other references to locate information)

1. Relate alphabetical order to dictionary and reference guide words. Each small group will have a list of words and topics to define. Group members will divide the work. (G, ET: 45 min.)
2. Use the phone book to write the names, addresses, and phone numbers of five friends and businesses. (I, ET: 15 min.)
3. Use the yellow pages to locate the nearest pizza delivery, hardware, library, or other business or public service. Copy the number. Write a question and call for information. (I, ET: 20 min.)
4. Guide the learners to discover which references will answer various types of questions. Include dictionary, encyclopedia, atlas. Provide a worksheet with a variety of sample questions. Ask learners to brainstorm other sources of information. (G, ET: 30 min.)
5. Choose a theme and create a worksheet with questions requiring the use of a variety of reference materials. Work in small groups. Provide a summary activity for groups to share research (Attachment A). (G, ET: 1 wk.)

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PB 5 (11.03, 11.06, 11.07, 11.08, 11.09, 11.12) (CR 9.10, 14.01)
Benchmark Task: Fill out simple forms in keeping with student goals; e.g., driver's license application, social security number application, medical forms, money order, simple job application.

(Basic content areas: Interpreting forms, completing information on forms, legible handwriting, completing voter registration forms and social security applications, obtaining a driver's license)

1. Identify sections common to most forms; e.g., name (last, first) and address (sometimes on more than one line). (G, ET: 10 min.)
2. Locate information on a sample completed form. Use overhead for class discussion, then forms and worksheets for individual practice. (Laubach skill books have good examples) (I and G, ET: 30 min.)
3. Look at several forms and discuss confusing or difficult sections. (G, ET: 20 min.)
4. Complete a simple catalogue order form. Be sure all writing is legible. (I, ET: 10 min.)

**COMPETENCIES 11.03, 11.06, 11.07, 11.08, 11.09, 11.10, 11.11, 11.12, 11.13**

**SAMPLE LEARNING ACTIVITIES**

**PB 5 (Continued)**

5. Bring a form to class, or select one from those supplied by the teacher. Complete the form. Talk to the teacher or tutor about any section you are not sure about. (I and G, ET: 15 min.)

6. Have a volunteer come to the classroom with voter registration forms to complete. (Turning them in is optional.) (G, ET: 40 min.)

**PB 6 (11.03, 11.07, 11.09)**
Benchmark Task: Write a simple note or letter.

(Basic content areas: Identifying nouns, pronouns, adjectives, verbs, and adverbs; constructing sentences, paragraphs, and messages; plural or singular agreement; spelling; capitalization; punctuation; composing messages; parts of a letter)

1. Complete practice exercises identifying parts of speech: nouns, pronouns, adjectives, verbs, and adverbs. (Basic English Review or a similar reference) (I, ET: 1 hr.)
2. Practice forming plural and possessive forms of words. (I, ET: 1 hr.)
3. Complete practic exercises on subject/verb and noun/pronoun agreement. (I, ET: 1 hr.)
4. Given a sample, label the parts of a friendly letter. (Steck-Vaughn Language Exercises or similar resource on letter writing) (I, ET: 10 min.)
5. Copy the parts of a friendly letter, placing them correctly on the page. (I, ET: 10 min.)
6. Complete practice exercises on capitalization and punctuation. (I, ET: 30 min.)
7. Given a sample letter, edit for capital letters and punctuation. (I, ET: 10 min.)
8. Write a note/refrigerator message for a family member. Use complete sentences--subject/verb/pronoun must be in agreement. (I, ET: 10 min.)
9. Discuss several purposes/situations for friendly letters. What is the purpose of each section and what information should be included? (G, ET: 10 min.)
10. Given a page of sample situations, choose one and write a letter; e.g., your least favorite aunt wants to visit you for the holidays. (I, ET: 20 min.)
11. You make up a situation and write a letter. Put your letter in a box provided in the classroom. When everyone has deposited their letters, each one draws out a letter and writes a response. Locate a partner and together decide if both letters are in correct form and free of errors. Are they neat and legible? (G. ET: 1 hr.)

# COMMUNICATION SKILLS (WRITING) - KCBAE Level I

**COMPETENCIES 11.03, 11.06, 11.07, 11.08, 11.09, 11.10, 11.11, 11.12, 11.13**

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**RESOURCES**

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| | |
|---|---|
| Steck-Vaughn. | Imaginary Line Handwriting<br>Improving Your Handwriting<br>Steck-Vaughn Handwriting |
| Printed and cursive alphabet across front of classroom for constant quick reference | |
| Steck-Vaughn. | 1) Language Exercises (Levels B, C, D, E, F)<br>2) Maps-Globes-Graphs for Adults (Books 1, 2, 3)<br>3) Maps-Globes-Graphs (Level C) |
| New Readers Press. | Reading Attainment |
| New Readers Press. | Laubach Skill Books (Books 1, 2, 3, 4) |
| Ireland/Group Project worksheet attached | |
| Curriculum Associates. | Make Words Work |
| South-Western Publishing Co. | Basics of Writing<br>Basics of English<br>Basic English Review |
| Globe Fearon. | Vocabulary Makes Sense<br>Writing Makes Sense |
| Contemporary. | The Write Stuff<br>Building Basic Skills in Writing |
| Curriculum Associates. | Lessons in Writing Sentences<br>Language for Writing |

**Computer Software**

**IBM Compatible**

| | |
|---|---|
| Queue. | Basic English Composition-Sentences ($34.95 each)<br>"Making Each Sentence Count"<br>"Writing Complete Sentences"<br>"The Purpose of a Sentence"<br>"Writing Correct Sentences"<br>"The Beginning and the End" |
| | ESL Program A (Parts of Speech) ($395) |

COMPETENCIES 11.03, 11.06, 11.07, 11.08, 11.09, 11.10, 11.11, 11.12, 11.13

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RESOURCES (Continued)

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| | |
|---|---|
| Hartley Courseware, Inc. | Verb Usage ($119.95)<br>Writer Rabbit (6 sentence construction games) ($59.95)<br>Adjectives ($49.95)<br>Adverbs ($49.95)<br>Nouns and Pronouns ($49.95) |

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ADDITIONAL RESOURCES

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ADDITIONAL LEARNING ACTIVITIES

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## IRELAND
### A Group Project

1. Locate and label Ireland and Kentucky on the attached world map.

2. What is the capital of Ireland?

3. What language is spoken in Ireland?

4. What is shillelagh?

5. Who was St. Patrick? (answer on a separate paper)

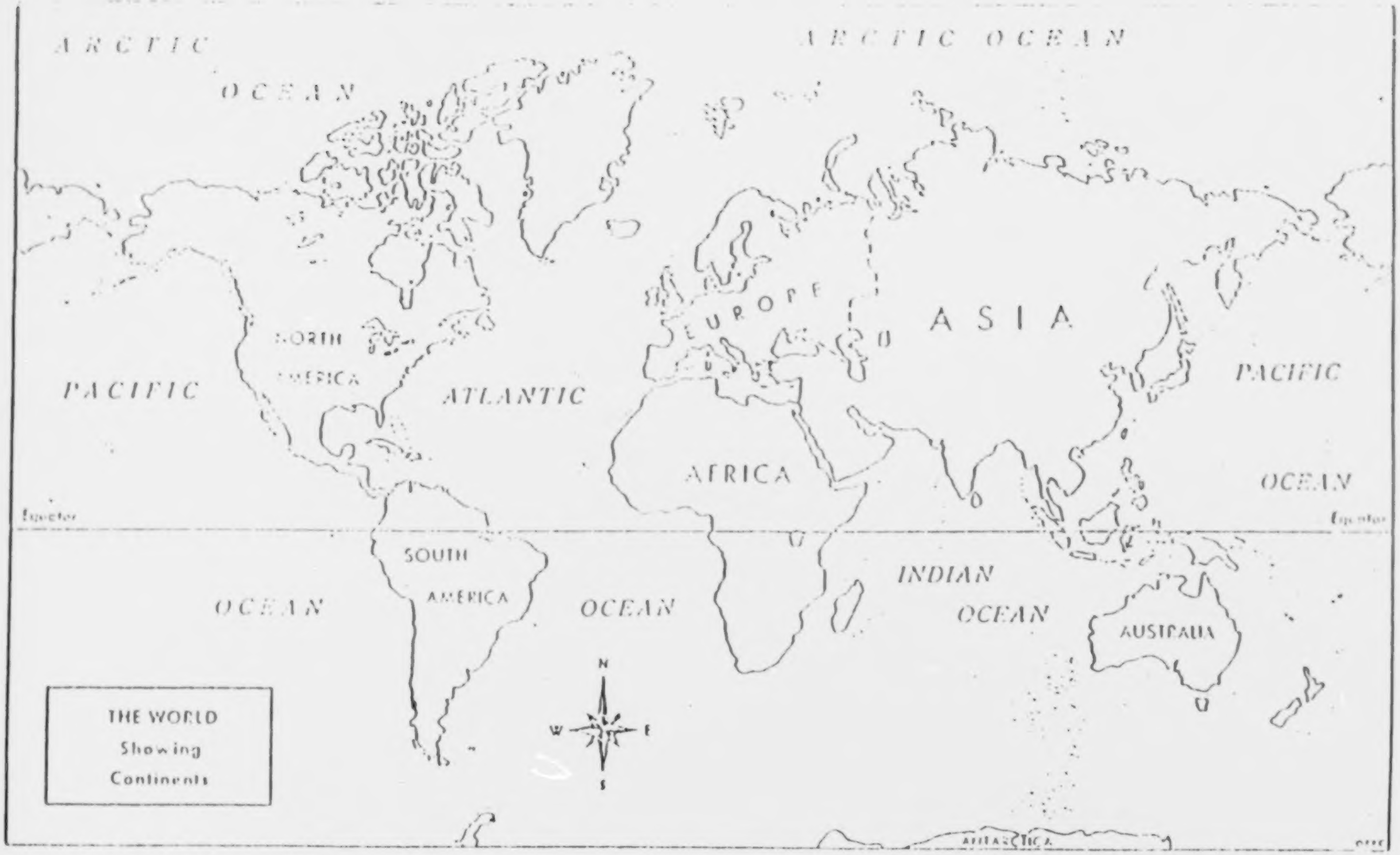
6. What are leprechauns?

7. According to an old Irish song, what did Molly Malone sell?

8. Give the name, address, and phone number of an Irish business in the city nearest you.

9. As a group, prepare a one-page, typed report on Ireland. Each group member chooses a different topic, e.g., government, schools, food, climate, etc.–writes their paragraph and enters it on their group's computer disk. Edit as a group. Present orally to the class.

10. Write five facts you learned while listening to the other group reports.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# Duty Area: COMMUNICATION SKILLS (WRITING)

KCBAE Level II

Intermediate Level

**COMPETENCIES:**

11.03 Demonstrate written communication skills
11.06 Write legibly
11.07 Demonstrate a functional vocabulary
11.08 Comprehend written materials
11.09 Demonstrate correct oral and written English
11.10 Distinguish between fact and opinion
11.11 Use research tools to locate information
11.12 Apply instructions or information from manuals or reference materials
11.13 Demonstrate awareness of various forms of literature

## RELATED SKILLS

Mathematics
Science
* Health/Wellness 2.10
Technology/Tools
Consumer Economics
Home Management
Family Relationships
Interpersonal/Social
Self-Management
* Employability 10.01
Communication
Thinking
Social Sciences
Govt./Citizenship
Cultural Diversity
Community Resources

## PREREQUISITES

Read at an intermediate level
Write legibly
Identify parts of speech
Capitalize and punctuate sentences

## PROGRESS BENCHMARKS

1. Make a list of job-related vocabulary terms and write their meanings
2. Record life experiences and goals in a journal
3. Write various business letters
4. Fill out forms in keeping with student goals
5. Write a summary of information obtained from a newspaper or magazine article
6. Compile a writing portfolio

## TERMINOLOGY

Terms that students should know or learn as part of this lesson.

Sentence
Punctuation
Revise
Sentence fragment
Paragraph
Writing Process
Run-on sentence
Diction
Simple, compound, complex sentence
Coherence
Edit

## REFLECTIONS

Writing is an essential means of communication. Unfortunately, adult students associate writing with grammar drills, underlining words in a workbook, and red ink splattered papers filled with grammatical and punctuation corrections. If these people are to become successful writers, they must see writing as a communication mode and grammar and punctuation as aids toward clarity of communication effort. Grammar and punctuation cannot be taught in isolation. Good writing instruction focuses on text organization; the same principles which apply to text organization for writing carry over to the reading process.

**COMPETENCIES 11.03, 11.06, 11.07, 11.08, 11.09, 11.10, 11.11, 11.12, 11.13**

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## SAMPLE LEARNING ACTIVITIES

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PB 1 (11.03, 11.07, 11.08) (CR 10.01)
Benchmark Task: Make a list of job-related vocabulary terms and write their meanings.

(Basic content areas: Defining terms; recognizing simple, complex, and compound sentences; developing topic sentences and paragraphs; forming complete sentences from sentence fragments; correcting punctuation and grammar errors)

1. Complete practice exercises on identifying subject and predicates and using correct verb tense (English 2200, Basic English Review or similar reference). (I, ET: 1 hr.)

2. The instructor will explain that "to define" means specifying exactly what a certain thing or idea is so it cannot be mistaken for something else. The learner(s) will look up 5 or 6 terms in the dictionary. The instructor will write the definitions on the board:

   **EXAMPLES:**
   1) A dumbbell is a weight consisting of a short bar with a metal base or disk at each end that is lifted for muscular development and exercise.
   2) A helicopter is an aircraft that derives its lift from blades that rotate around an approximately vertical axis.
   3) A mask is a covering worn over the face to conceal one's identity.

   The instructor will point out the 4 parts of a definition: 1) The word defined (dumbbell), 2) the word "is," 3) the general group of things to which the term belongs (weight), 4) a specific characteristic that sets the term apart from the rest of the group (consisting of a short bar . . . .).

   A garden (1) is (2) a plot of land (3) of growing plants (4).
   A park (1) is (2) a plot of land (3) for recreational use (4).
   A grave (1) is (2) a plot of land (3) for burying the dead (4).

   The instructor will ask the learner(s) to pretend a friendly alien ("ET") from outer space has arrived in the class. The learner(s) will make a small dictionary of 10-12 terms that the alien may need to function until the spaceship comes to take him home. Using the demonstrated format, the learner(s) will share one or two definitions with the class. (I or G, ET: 30 min.)

3. The instructor will use examples from the definition exercise to illustrate a simple sentence and to construct compound and complex sentences. The learners will then use the simple sentences they wrote for the definition exercise and construct compound and complex sentences of their own.

   **EXAMPLE:** A garden is a plot of land for growing plants, and a park is a plot of land for recreational use.

   A garden is a plot of land for growing plants; a park is a plot of land for recreational use. (I or G, ET: About 30 min.)

**COMPETENCIES 11.03, 11.06, 11.07, 11.08, 11.09, 11.10, 11.11, 11.12, 11.13**

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**SAMPLE LEARNING ACTIVITIES**

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PB 1 (Continued)

4. The instructor will write 10 sentences, one on each of 10 cards. These 10 sentences should represent the specific main idea (topic sentence) and supporting ideas of a good paragraph.

   **EXAMPLE:**

   > Television has many uses. It offers entertainment to the entire family. It is also a great educational tool. College credits can be earned through classes taught on television, and schools have special channels for educational programming. It allows people to see people and places they would never have the opportunity to visit. Television is also an important news source that brings news of important events into our living rooms as they happen. It can also save lives by broadcasting important information in time to allow viewers to move to safety before storms or floods strike. Another use of television is to provide security. Closed circuit television protects businesses from thieves and homes from intruders. Obviously, television plays an important role in our lives.

   The instructor will share these cards with the learners as an example and tell them to write 10 sentences of their own on a topic of their choice. As specific lessons on punctuation and grammar are taught, the learners will review their cards for examples of their use. For example, the learners will review their cards for subject/verb agreement and will rewrite the sentences if necessary to make them correct. They will do the same with punctuation, repairing sentence fragments, and eliminating run-on sentences. These sentences may also be used to identify simple, compound, and complex sentences. Two or more sentences may be combined onto another card to form compound and complex sentences. Also, the sentences will be utilized to form a paragraph. At this point, the instructor will demonstrate how his 10 sentences form a topic sentence, supporting sentences, and a concluding sentence. (I or G, ET: About 1 hr.)

5. The instructor will write a paragraph of 8 or 10 sentences on a topic of interest to the class. He will intentionally include some sentence fragments, some sentences without subjects, and some sentences without verbs. The instructor will duplicate and distribute his paragraph to the learners. He will ask the learners to find those incomplete sentences that make no sense. The instructor will direct the learners to rewrite the sentences making complete sentences out of the fragments. Now, the instructor will ask the learners to each write a paragraph. Working in pairs, he will ask the learners to look for sentence fragments in each other's writing. When fragments are identified, the instructor will ask each pair to correct the sentence fragments. After each pair has completed its work, the instructor will check the paragraphs and see if the fragments have been corrected. (G, ET: About 1 hr.)

6. Repeat the above exercise with run-on sentences. (G, ET: About 1 hr.)

**COMPETENCIES 11.03, 11.06, 11.07, 11.08, 11.09, 11.10, 11.11, 11.12, 11.13**

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**SAMPLE LEARNING ACTIVITIES**

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PB 1 (Continued)

7. The instructor will focus on one or two most common punctuation problems and one or two common capitalization problems. He will illustrate these problems to the learners. He will write a paragraph and include these errors within that paragraph. He will instruct the learners to locate and to correct the errors. The instructor will point out any errors that the learners do not find. Each learner will then be asked to write a paragraph. Working in teams of 2 or 3 persons, the learners will try to find and correct these paragraphs for punctuation, capitalization, run-on and fragmented sentences and any other errors they might recognize. The instructor will review the work of each team and help correct any errors the learners have not identified and corrected. (G, ET: 45 min. to 1 hr.)

8. The instructor will give teams of 3 or 4 learners 10 to 12 sentences containing errors. Each team will be given different sentences. The instructor will allow the teams 15 to 20 minutes to correct the sentences. A team member from each team will go to the board and write the original sentence along with its correction. If the team member corrects the sentence, it will be awarded a point. When the first team member does not properly correct the sentence, another team will challenge. If the second team representative corrects the sentence appropriately, the team will be awarded the point. The team which collects the most points will be declared "Sentence Correction Champions." (G, ET: 3 teams of students require about 50 min.)

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PB 2 (11.03, 11.06, 11.07, 11.09)
Benchmark Task: Record life experiences in a journal: life goals, school, family. (Note: Like KERA selections from the journal will be used to show improvement in writing skills.)

(Basic content areas: Keeping journals; developing topic sentences and paragraphs; critiquing sentences and paragraphs for errors; categorizing capitalized words and punctuation marks)

1. The instructor will provide the learners with a passage from a well written journal such as The Diary of Anne Frank. He will brainstorm with the learners the advantage of keeping a journal. The instructor will ask each learner to write daily in a journal about a chosen topic. The instructor will demonstrate by keeping a journal for 2 or 3 days and sharing it with the learners. He will ask learners to share their journals with him (or the entire class if they desire) on a bi-weekly basis. The instructor will critique one or two entries with each student and note suggestions for improvement being sure to note improvements throughout the writing process. The learners may choose to critique each other's work in collaborative learning circles as they learn the process from their individual critiques with their instructor. However, the instructor should not require any student to participate in a collaborative critique unless he so chooses. Be sure to provide for duplication of the learners' writings for those who wish to participate in the collaborative process. (I or G, ET: Critique should take 15 min. for each learner)

2. The instructor will choose a topic for an 8-10 sentence paragraph. The topic should be one with which most of the learners are familiar. The instructor will brainstorm with the group about ideas to be contained in the paragraph and write these on the board. He will

COMPETENCIES 11.03, 11.06, 11.07, 11.08, 11.09, 11.10, 11.11, 11.12, 11.13

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SAMPLE LEARNING ACTIVITIES

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PB 2 (Continued)

explain the purpose of the topic sentence and develop a good topic sentence with the group for the topic on the board. The instructor will determine how many of these ideas fit under the topic sentence. The instructor will write a sentence for each idea and sequence the ideas as they should occur in the paragraph. The instructor will develop the paragraph on the board. After the first draft is on the board, the instructor will lead the group through the revision process. After the learners participate in this activity, the instructor will ask the learners to use the process to compose paragraphs of their own. Learners may choose to revise a paragraph in their journals. The instructor will begin to focus on coherence in journal reviews once the students have completed this activity. (I or G, ET: 30 min. for the group activity)

3. The instructor will ask the learners to copy a sentence from their journals and give a copy to him anonymously. The instructor will copy these sentences on the board and critique one or two for capitalization, punctuation, subject/verb agreement, etc. He will then ask the class to help him critique the remaining sentences. As the skills of the group increase, the instructor will focus on diction as well. (G, ET: 30 min.)

4. Learners will be given copies of a short newspaper article or other appropriate writing. They will then be asked to underline all capitalized words. The instructor will categorize the capitalized words (i.e., first word of the sentence, proper names, names of particular places) (I or G, ET: 30 min.)

5. Repeat the above exercise with commas or other punctuation marks. (I or G, ET: 30 min.)

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PB 3 (11.03, 11.04, 11.06, 11.07, 11.09)
Benchmark Task: Write a business letter: letter in response to a written memo, a letter seeking information, a letter requesting permission, or a customer complaint.

(Basic content areas: Recognizing the parts of a business letter, writing the various types of business letters: responding to a written memo, seeking information, requesting permission, voicing a complaint)

1. The instructor will give the learners a business letter with parts labeled. Using this model, the learners will write a letter to a company requesting information on a product. Learners will exchange letters and critique each other's work for clarity, accuracy, and form. The instructor will model the critiquing process with a letter written by someone outside of the class. (I or G, ET: 30 min.)

2. The learners will utilize the business letter format to write a letter requesting permission to use the addressee as a reference on a job application. (I, ET: 20 to 30 min.)

3. The learners will write a letter to the editor of the local newspaper expressing an opinion on a topic of local interest. (I, ET: 30-45 min.)

**COMPETENCIES 11.03, 11.06, 11.07, 11.08, 11.09, 11.10, 11.11, 11.12, 11.13**

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**SAMPLE LEARNING ACTIVITIES**

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**PB 3 (Continued)**

4. The learners will respond to a memo requesting input regarding a Christmas party for employees. The instructor will write a memo which the students will use as a format model for their reply. (I, ET: 30-45 min.)

5. The learner will write a letter of complaint to a business. The instructor will model the process by writing such a letter and distributing it to the learners. (I, ET: 30 min.)

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**PB 4 (11.03, 11.06, 11.07, 11.08, 11.09, 11.11, 11.12) (CR 10.01)**
**Benchmark Task:** Fill out forms in keeping with student goals. (Examples: 1040EZ, AFDC, catalog order, job application)

(Basic content areas: Completing forms accurately and appropriately, analyzing forms for incorrect information)

1. The instructor will complete a form (a catalog order blank for example) in illegible handwriting with misspelled words, grammar errors, omissions, and incorrect information. The instructor will duplicate this form or put it on a transparency. An identical form should be completed neatly and accurately. Then, the instructor will ask the learners to interpret the information on the first form. He will ask if the learners have the information needed to fill the order given the information in the form. Then, he will give the learners the second form. The instructor will ask the learners if they could fill the second order with that information. Next, the instructor will give the learners a page from the catalog and a blank order form. He will ask the learners to complete the order forms. The instructor will ask the learners to check their forms for accuracy, either individually or in a group activity. Several different order forms and catalog pages should be available for learners needing practice to reach mastery of the task. (I or G, ET: About 30-45 min.)

2. The instructor will supply the data needed to complete a 1040EZ about a fictitious person. The student will correctly record this data on a 1040EZ form. (I, ET: About 20 min.)

3. The instructor will complete a job application blank from a local business/industry for a fictitious person. He will supply data about another such person and ask the learners to complete the application for this person. An accurate, complete copy of the job application will be given to the learners to enable them to check their work. Each learner will then be asked to complete the application as if he/she were the job applicant. The instructor will find it helpful to include in the fictitious account various types of experience, such as part-time jobs or volunteer work, that the learners may not ordinarily think of as job-related experiences. (I or G, ET: About 45 min.)

4. The instructor will show the learners examples of forms with information incorrectly supplied. The learners will analyze each item to determine why the information is incorrect. This activity will stress the importance of carefully interpreting the information request. (I or G, ET: About 30 min.)

**COMPETENCIES 11.03, 11.06, 11.07, 11.08, 11.09, 11.10, 11.11, 11.12, 11.13**

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**SAMPLE LEARNING ACTIVITIES**

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**PB 4 (Continued)**

5. The instructor will ask the learner to bring the class two copies of a form which he/she ordinarily is asked to complete. (If duplication facilities are available, the learner may need to bring only one blank form.) The learner will complete a copy of the form and have it checked by an instructor. The instructor and the learner will correct the form together. (It is important that the instructor refrains from merely correcting the form himself; he should lead the learner through a process of questions to enable him/her to make the necessary corrections.) When the process is complete, the learner will copy the information onto the original form. (I, ET: 15-20 min. for each learner)

6. The learner will be given copies of application forms from various local businesses, applications for credit, or voter registration forms. One form for a fictitious person will be completed as a class activity as a model. The instructor will arrange for voter registration cards to be delivered to the local county clerk's office if the student so desires. (I, ET: 45 min.)

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**PB 5 (11.03, 11.04, 11.06, 11.07, 11.08, 11.09, 11.10) (CR 2.10)**
**Benchmark Task:** Write a summary of information obtained from a newspaper or magazine article about responsible drug and medication use.

(Basic content areas: Distinguishing fact from opinion; ranking writing as factual, editorial, or opinion; summarizing articles; developing sequential paragraphs)

1. The instructor will distinguish between fact and opinion. The learners will then be given a list of sentences which they will classify as facts or opinions. (I or G, ET: 25-30 min.)

2. The instructor will supply the students with 3 pieces of writing: one which is extremely factual; another, such as an editorial, which is a mixture of fact and opinion; and another which is entirely opinion. The learners will be asked to rank these writings on a scale of 1-3, with 1 indicating the most factual. (I or G, ET: About 20 min.)

3. The instructor will duplicate a short newspaper or magazine article, write a summarizing paragraph, and distribute the paragraph to the learners. The instructor will utilize this example to point out to the learners the essentials of summarizing. He/she will review what was learned in PB 2 relative to writing topic sentences and organizing around a single idea. The instructor will then ask the learners to select articles of their own from a newspaper or magazine and write summary paragraphs. The learners should be asked to attach their paragraphs to their articles. (I, ET: About 45 min. to 1 hr.)

4. The learners will be asked to select 2 topics from a fish bowl. The learners will be instructed to write paragraphs about one of the topics. The learners should be instructed to develop their paragraphs around a main idea and ensure that all sentences pertain to that idea and are properly sequenced. The learners should also be urged to revise for grammar and punctuation. (I, ET: 45 min.)

**COMPETENCIES 11.03, 11.06, 11.07, 11.08, 11.09, 11.10, 11.11, 11.12, 11.13**

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**SAMPLE LEARNING ACTIVITIES**

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**PB 5 (Continued)**

5. The learners will be given the materials sent to each learning center which relate to mammograms and pap smears. The learners will be asked to write paragraphs which summarize why a woman should obtain either a mammogram or a pap smear. (I or G, ET: 45 min.)

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**PB 6 (11.03, 11.06, 11.07, 11.08, 11.09, 11.11, 11.13)**
**Benchmark Task:** Compile a writing portfolio. (Examples: Essays, poetry, life experiences, and summaries of materials read for pleasure, school, or work enhancement)

(Basic content areas: Distinguishing and evaluating different types of writing; proofreading writing; preparing job descriptions)

1. The instructor will ensure that each learner has access to various types of writing. The learners will be assigned to read an example of at least 5 kinds of writing, such as personal essay, a poem, a short story, a writing for a child, a description of a favorite place. The learners will be asked to provide an example of each type of writing in their journals. (I or G, ET: Varies with length of writing)

2. The learners will be asked to select an earlier entry from their journals that has not been critiqued. The learners will orally evaluate the chosen piece of writing with the instructor. (I, ET: 20 min. for each learner)

3. The learners will be given an example of writing that has not been proofread and edited. The example will be discussed as a group activity. Each learner will then be given another example which he/she will proofread and edit. A corrected, proofread copy of the writing will be provided for self-assessment. Learners will share their edits with the group. (G, ET: Varies)

4. Learners will be instructed to proofread and edit at least one entry from their journals each week. Learners may proof and edit more entries if they desire, but they should not be asked to edit everything since this may discourage writing in the journal on a regular basis. (I, ET: Varies)

5. Learners will be asked to gather information about the history of their counties. They may utilize written records or interview older citizens. The learners will write a short essay about what each has learned. After proofreading and editing, these accounts will be gathered into a collection of essays about the counties. The local newspaper may be asked to consider these accounts for publication. (I or G, ET: Varies)

6. The learners will be given an example of a job description. Learners will be asked to write a similar description of their jobs. Remind housewives that they are "domestic engineers." Anyone who is unemployed may describe a job previously held. (I, ET: 45 min.)

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# COMMUNICATION SKILLS (WRITING) - KCBAE Level II

## COMPETENCIES 11.03, 11.06, 11.07, 11.08, 11.09, 11.10, 11.11, 11.12, 11.13

## RESOURCES

| | |
|---|---|
| Cambridge. | 1) Power English 2<br>2) Putting It in Writing |
| Globe. | Basics of Writing, Bk. 2 |
| Random House. | Activities Book in Composition |
| Contemporary. | Foundations Writing |
| Educational Design. | Practicing the Writing Process 2: The Essay |
| Harcourt Brace Javanovich, Inc. | English 2200<br>(An excellent, programmed instructional text for grammar and punctuation review) |
| South-Western Publishing Co. | Basic English Review |

## ADDITIONAL RESOURCES

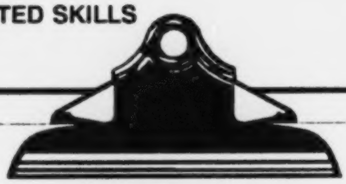
## ADDITIONAL LEARNING ACTIVITIES

# Duty Area: COMMUNICATION SKILLS (WRITING) KCBAE Level III
Advanced Level

**COMPETENCIES:**

11.03 Demonstrate written communication skills
11.06 Write legibly
11.07 Demonstrate functional vocabulary
11.08 Comprehend written materials
11.09 Demonstrate correct oral and written English
11.10 Distinguish between fact and opinion
11.11 Use research tools to locate information
11.12 Apply instructions or information from manuals or reference materials
11.13 Demonstrate awareness of various forms of literature

## RELATED SKILLS



Mathematics
Science
Health/Wellness
* Technology/Tools 4.01, 4.03
Consumer Economics
Home Management
Family Relationships
* Interpersonal/Social 8.01, 8.02
Self-Management
Employability
* Communication 11.01, 11.02
* Thinking 12.03, 12.04, 12.05
Social Sciences
Govt./Citizenship
Cultural Diversity
Community Resources

## PREREQUISITES

Mastery of basic sentence and paragraph construction, writing mechanics, and use of the library

## PROGRESS BENCHMARKS

1. Write messages for specific purposes: to inquire, inform, influence, build goodwill, or entertain
2. Construct written messages which address the needs and interests of the reader
3. Edit writing for basic grammar, sentence construction, and paragraph construction
4. Use the writing process to develop ideas in writing
5. Use electronic technology tools in writing messages
6. Research information and develop reports

## TERMINOLOGY

Terms that students should know or learn as part of this lesson.

Influence
Technology
Tangible
Collaborate
Final draft
Feedback
Persuasive
Readability
Graphics
Brainstorm
Free writing
Sequence
Rationale
Facsimile (FAX)
Desktop publishing
Immigration
Quota
Writing process
Edit
Revise
Rough draft

## REFLECTIONS

Writing that clearly communicates ideas is a valuable job skill, as well as a useful skill for personal communications. The same principles of good writing apply whether you are writing for personal or business purposes. Practice will help you become a more skillful writer.

**COMPETENCIES 11.03, 11.06, 11.07, 11.08, 11.09, 11.10, 11.11, 11.12, 11.13**

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**SAMPLE LEARNING ACTIVITIES**

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PB 1 (11.03, 11.06, 11.07, 11.08, 11.09, 11.11, 11.12) (CR 8.01, 8.02, 8.03, 8.04, 12.03, 12.05, 12.06, 12.08)
Benchmark Task: Write messages for specific purposes: to inquire, inform, influence, build goodwill, or entertain.

(Basic content areas: Identifying message goals, writing to gather information, writing to share information, writing to influence, writing to build goodwill, writing to entertain)

1. Bring to class 3 messages: letters, advertisements, or other messages. Work with another student; discuss the purpose of these messages and the action which the writer wants the reader to take. The action may be tangible such as responding with a phone call or letter or intangible such as changing attitude toward the topic discussed in the message. (G, ET: 20 min.)

2. Compose a letter asking for information about the warranty on a product you have purchased. Have a classmate read your letter to see if your message is clearly understood and contains all essential facts. (G, ET: 30 min.)

3. Bring examples to class of messages for the following purposes: to request information, to share information, to influence, to build goodwill, and to entertain. In a small group of 3-5 people, share the messages and decide how well the writer of each message accomplished her/his purpose. (G, ET: 40 min.)

4. Read a reference on writing goodwill messages in a book such as Business Communication. Assume that you work for a company that has been granting credit to customers but that is changing to a "cash only" policy. This change is expected to reduce operating costs and may result in savings which can be passed along to customers in reduced prices. Write a letter that conveys this message but retains the goodwill of a regular credit customer. (I, ET: 45 min.)

5. Read a reference on writing persuasive messages. Assume that someone you care about needs to quit smoking. Write a message for the purpose of persuading the person to consider dropping the habit. An alternate topic could be to persuade your son or daughter to earn a high school diploma rather than dropping out of school at 16. (I, ET: 45 min.)

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PB 2 (11.03, 11.06, 11.07, 11.08, 11.09, 11.10, 11.11, 11.12) (CR 4.03, 8.01, 8.04, 11.01, 11.02, 11.04, 12.03, 12.05, 12.06)
Benchmark Task: Construct written messages that address the needs and interests of the reader.

(Basic content areas: Writing for reader feedback, considering the needs and interests of the reader, adapting the message to the reader, using correct mechanics, and creating a positive impression)

COMPETENCIES 11.03, 11.06, 11.07, 11.08, 11.09, 11.10, 11.11, 11.12, 11.13

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SAMPLE LEARNING ACTIVITIES

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PB 2 (Continued)

1. To adapt the message to the receiver's needs, use vocabulary words familiar to the message receiver. Expanding your vocabulary will help you adapt wording to fit the reader of a written message. Use of a dictionary and thesaurus will assist you in locating similar words and identifying specific word meanings. Assume that you are writing to 3 different individuals: (1) a 10-year-old child, (2) a teacher, (3) an adult who only recently has learned to read. Write an appropriate word for each reader which fits the definitions given in Column I: (Clue: Think of a word that represents the definition; look for the words in a thesaurus to find alternate words. Select appropriate words for each reader.) (I, ET: 30 min.)

| Column I<br>Definitions | Column II<br>Child | Column III<br>Teacher | Column IV<br>Adult With Limited Reading Skills |
|---|---|---|---|
| Acting in a disinterested, uncaring manner | | | |
| Not believing something is true | | | |
| Giving special attention or emphasis to something | | | |
| Have an effect on the condition of something | | | |
| Incapable of change | | | |

2. Keep a word log for a week. Write in the word log any new word you hear or read. Look up the meaning of each word in the dictionary and look in the thesaurus to find one or two other words similar in meaning to each new word and record these in your log as well. (I, ET: Varies)

3. Practice your word skills by working a crossword puzzle each week or taking a word quiz from a resource such as can be found in Reader's Digest. (I, ET: 5 hrs.)

4. Work with a partner to check your ability to write a message clearly understood by the reader. Using the following scenarios, write a short message for each one. Have your partner read what you have written and tell you what he/she understands. Does your partner's response mirror your intended meaning? If not, discuss with your partner the cause of the misunderstanding and reword your message more clearly. Exchange places for half of the scenarios; you be the reader. (I, ET: 2 hrs.)

    1. Tell about a problem you have recently experienced and how you handled it.
    2. Describe a picture that you have seen.
    3. Describe an item of clothing but do not tell what the item is.

**COMPETENCIES 11.03, 11.06, 11.07, 11.08, 11.09, 11.10, 11.11, 11.12, 11.13**

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**SAMPLE LEARNING ACTIVITIES**

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**PB 2 (Continued)**

4. Describe a familiar television show but do not tell the name of the show.
5. Tell about a conversation you have had with a friend.
6. Explain how to start a fire with charcoal for an outdoor grill.

5. Write an "I Am" paragraph which describes a person or thing without telling what it is. Can your classmates guess the truth? (I & G, ET: 45 min.)

6. Reword the following paragraph from a manager to an employee in a manner that would be free of errors, be written from the viewpoint of the employee, and be clearly understood. (I, ET: 20 min.)

> I am busy; I don't have time to monitor your presence. But, it is your responsibility to get to work on time and you have been late twice this week. I will not recommend any promotions for you if this action is repeated.

7. If the capability for electronic mail exists, observe a demonstration of sending and receiving electronic messages. Then, practice sending and receiving messages with someone in another location. Is the response to your messages what you expected? Did you have to send extra messages to each other to clarify or confirm meanings? How could the messages have been changed to make the extra transmissions unnecessary? (G, ET: Varies)

8. Think of a situation for a message you need to send to someone else. Consider that individual's educational level, experience background, needs, and interests. Write the message so that it will interest the reader and clearly convey the message. Edit the message meaning for clearness, conciseness, and correctness. Have a classmate read your message and make editing suggestions. Be sure your message is understandable and free of mechanical and grammatical errors. (I, ET: 1 hr.)

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**PB 3 (11.03, 11.06, 11.07, 11.08, 11.09) (CR 8.04, 12.03, 12.04, 12.05, 12.06, 12.08)**
Benchmark Task: Edit writing for basic grammar, sentence construction, and paragraph construction.

(Basic content areas: Selecting words to convey the message, using parts of speech correctly, using correct verb tenses, constructing sentences with agreement of verb and subject and pronoun and antecedent, using capitalization and punctuation correctly, constructing paragraphs, and applying basic writing principles)

1. Review the basics of grammar, punctuation, and construction of sentences and paragraphs in a reference such as Chapters 3, 4, and 5 of Basics of Writing or other resource and complete practice exercises on identifying errors in sentences, selecting proper word forms, and rewriting sentences and paragraphs. (I/G, ET: 1 hr. 30 min.)

COMPETENCIES 11.03, 11.06, 11.07, 11.08, 11.09, 11.10, 11.11, 11.12, 11.13

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SAMPLE LEARNING ACTIVITIES

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PB 3 (Continued)

2. Rewrite sentences on Attachment A to emphasize ideas important to the message goal. The following strategies give emphasis to ideas: the repetition of key words, short direct sentences, specific rather than vague terms, and active voice. (I, ET: 20 min.)

3. Messages should be complete but concise. Today time is money. Conserving the time of the reader represents a courtesy. Eliminating unnecessary words improves the readability. Write only words that contribute to the meaning of the message. In conversation, we overuse prepositional phrases, vague terms, and adjectives. Revise the sentences on Attachment B to eliminate unnecessary words. (I, ET: 25 min.)

4. Work with a partner to check each other's capitalization and punctuation after writing a paragraph on each of the following topics: (G, ET: 1 hr.)

   The Importance of a High School Education
   How to Make Your Community a Better Place to Live
   The Most Serious Problem of Today's Society

5. Write an essay describing your favorite hobby. Begin your essay with the most interesting point about your hobby. Begin writing to get your thoughts on paper without concern for editing. After you have written the first draft, edit for correctness, completeness, clarity, and conciseness. (I, ET: 1 hr.)

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PB 4 (11.03, 11.06, 11.07, 11.08, 11.09, 11.10, 11.11) (CR 4.03, 12.03, 12.04, 12.05, 12.06, 12.08)
Benchmark Task: Use the writing process to develop ideas in writing.

(Basic content areas: Planning, drafting, and editing written communication; collaborating with others)

1. Following a writing process will help you write faster and better. The first step in the writing process is to generate ideas. After deciding on the purpose of the message, learn as much as you can about the topic. Then begin to write. Set a time limit of 5 or 10 minutes. Get your ideas on paper by writing about the topic as rapidly as you can. This technique is called free writing. Don't stop to consider word choice, leave blanks if you can't think of the word you need. Another technique, called brainstorming, is to think about the message and make a list of as many ideas as come to mind without evaluating the ideas. These methods help you get started with the writing process.

   Select a topic for an essay. Write your topic on a sheet of paper or on the computer. Under the topic list all ideas that come to mind about the topic for a time limit of 5 minutes. Then begin writing. Write as rapidly as you can about the topic without any attention to word choice or correctness. Get your ideas on paper about the topic. (I, ET: 20 min.)

2. The next step in the writing process is to organize what you have written into a logical sequence. Select the main ideas and related thoughts. Make a rough outline for the

PB 4 (Continued)

organization of your paper. Consider the purpose of your paper and the reader. What will the reader need to know to respond favorably? Do you need to do research on the topic to learn more before writing the message? From the ideas generated in Learning Activity 1 above, make an outline for your essay about your hobby. (I, ET: 25 min.)

3. Convert the outline from Activity 2 above into a first draft of your essay. Use a computer to write your draft, if possible. Begin with an introduction which creates interest in the topic, present details in the body of the essay, and close with a summary which leaves a final thought with the reader. Since this draft will be further corrected and revised in subsequent steps, concentrate on content and organization as you write the first draft. (I, ET: 45 min.)

4. The next step in the writing process is to revise and refine the draft. Read the draft aloud to check the sense and sound of the message. Consider word choice, sentence, and paragraph structure. Remove unnecessary or vague words and make changes to improve readability and thought flow. Work with one or more classmates to critique your draft and make changes to improve it. The final step in refinement is to proofread and correct mechanical errors: spelling, punctuation, grammar, format, word choice, parallelism, subject-verb agreement, and pronoun-antecedent agreement. Complete these steps for the essay about your hobby. When the final paper is completed, place it in your student folder. (I/G, ET: 45 min.)

5. Select a topic and a purpose for a paper. Check with your friends or classmates to get opinions and ideas for development of the topic into a written project. Brainstorm ideas for the paper, and prepare an outline. Write a draft, revise, and edit for content; proofread and correct errors; collaborate with a fellow student in the final proofreading. Place the final draft of the paper in your student folder. (I/G, ET: 2 hrs.)

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PB 5 (11.03, 11.04, 11.06, 11.07, 11.09) (CR 4.01, 4.03, 12.03)
Benchmark Task: Use electronic technology tools in writing messages.

(Basic content areas: Using tape recorders, writing with a microcomputer, using a printer, using desktop publishing software, using modems and facsimile equipment, using electronic mail)

1. Watch a demonstration of the use of facsimile equipment (FAX), a modem, and electronic mail. Practice sending messages to someone on electronic mail. (G, ET: 1 hr.)

2. Tape recorders can be helpful during the brainstorming phase of writing or for gathering information. Select a topic for a short report (1 to 3 pages). Use a tape recorder to brainstorm and record ideas. Use the tape recorder to interview another person on the topic. Listen to the tape and make an outline for a report. (I/G, ET: 1 hr.)

3. Use the computer to write a report from the outline prepared in Activity 2. Follow the steps in the writing process to refine the paper. Print a final copy and place it in your student folder. (I, ET: 1 hr.)

**COMPETENCIES 11.03, 11.06, 11.07, 11.08, 11.09, 11.10, 11.11, 11.12, 11.13**

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**SAMPLE LEARNING ACTIVITIES**

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**PB 5 (Continued)**

4. Work with a group of 3-5 students to develop a one- or two-page newsletter about your adult education class. Plan the layout and write the news stories. In writing news stories, use an inverted pyramid style--the most important facts come first. The first sentence, the lead, should answer the questions Who, What, When, Why, and How. (G, ET: 1 hr. 30 min.)

5. Work with your small group to use desktop publishing software or word processing software with graphics and print the newsletter written in Activity 4. (G, ET: 1 hr. 30 min.)

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**PB 6 (11.03, 11.06, 11.07, 11.08, 11.09, 11.11, 11.12, 11.13) (CR 4.01, 4.03, 8.01, 8.02, 8.03, 12.03)**
**Benchmark Task:** Research information and develop reports.

(Basic content areas: Researching information, organizing information, formatting reports, using graphic aids)

1. Read a reference on library skills such as Basic English Revisited. Go to your local library and gather information for a written position paper on one of the following topics. Position papers examine issues, review the pros and cons, take a position on the issue, and justify the position. Ideas taken from reference materials must be referenced in the text and complete bibliographical information given at the end of the paper, so your notes must be complete for each resource showing the title, author(s), publication date, publisher, city of publication, and pages.

   Suggested Issues

   Immigration into the United States should be restricted to a specific quota, regardless of the reason for requested entry.

   The seat belt law should be strictly enforced.

   The death penalty should be used more often to reduce the number of incarcerated persons and reduce crime. (I, ET: Varies)

2. Read a reference on manuscript and report formatting. Plan the organization and format for your position paper to be written based on information collected in Activity 1. Use the writing process to develop your position paper. Complete the paper in final draft with a title page, headings, and subheadings in the report, and a reference list or bibliography. (I/G, ET: 2 hrs.)

3. Working in a small group of 3-5 students, share position papers and critique each other's work. Be sure suggestions are made in a positive frame. Consider the clarity of the writer's position, the rationale supporting the position, and the discussion of pros and cons. (G, ET: 45 min.)

**COMPETENCIES 11.03, 11.06, 11.07, 11.08, 11.09, 11.10, 11.11, 11.12, 11.13**

## SAMPLE LEARNING ACTIVITIES

**PB 6 (Continued)**

4. Plan a graphic or illustration to include in the report using word processing or desktop publishing software with a computer. Add the graphic to the final draft and place a printed copy in your student folder. (I, ET: 45 min.)

5. Read a reference on report preparation from a resource such as Chapter 15 Business Communication. Using the information in Attachment C as background information, prepare a written report. Draft the report; edit it carefully; collaborate with another student to review and critique the report; prepare the final copy in proper format; and place it in your student folder. (I/G, ET: 2-3 hrs.)

## RESOURCES

| | |
|---|---|
| South-Western. | Basics of Writing<br>Basics of English<br>Basics of Business Communication<br>Business Communication by Harcourt, Krizan, and Merrier<br>Business Communication Case Problems and Activities |
| Steck-Vaughn. | Pre-GED Writing |
| Glencoe. | Pre-GED Writing Exercise Book<br>Teaching Adults to Write Essays<br>Pre-GED Writing Skills |
| Lakeshore. | Writing Basics Skillbook<br>Essays/Letters/Reports Skillbook |
| Contemporary. | Foundations: Writing |
| The Write Source. | Basic English Revisited |
| New American Library. | Writing for Story |
| Dartnell Press. | How to Take the Fog Out of Writing |
| Macmillan. | The Elements of Style |

**Multimedia**

| | |
|---|---|
| Nightingale-Conant Corporation. | Yes! You Can Write cassette tape series |

**COMPETENCIES 11.03, 11.06, 11.07, 11.08, 11.09, 11.10, 11.11, 11.12, 11.13**

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**RESOURCES (Continued)**

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| | |
|---|---|
| Glencoe. | Beyond Words: Writing |
| Lakeshore. | You Be the Reporter interactive video program |
| South-Western. | The Computer Writing Book |

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**ADDITIONAL RESOURCES**

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**ADDITIONAL LEARNING ACTIVITIES**

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## REWRITING SENTENCES

**DIRECTIONS:** Rewrite the following sentences using the strategies indicated to create emphasis.

| | Message | Strategy |
|---|---|---|
| 1. | The team is the best: well prepared, most talented, and more dedicated than others. | Repetition of key words; parallelism |
| 2. | The most cereal was eaten by the smallest baby. | Active voice |
| 3. | If you like to hike frequently in the woods which gives you good exercise and keeps you healthy, you should establish a routine which makes hiking a habit. | Short, direct sentences |
| 4. | I saw some movie that was very exciting for many moviegoers. | Specific rather than vague terms |

## REWRITING SENTENCES

DIRECTIONS: Rewrite the following sentences to eliminate unnecessary words and make the message more direct.

1. Will you please print out that assignment on the printer.

______________________________________________

______________________________________________

2. In the near future, we will get together to confer and work out plans for what we will do next year.

______________________________________________

______________________________________________

3. The manager is in the process of evaluating each employee.

______________________________________________

______________________________________________

4. Each and every customer needs to have individualized, personalized attention.

______________________________________________

______________________________________________

5. At this point in time, we have not found anyone who can be relied on to finish up the job.

______________________________________________

______________________________________________

6. How many of the principal players out of the play can be counted on to come to the gala reception?

______________________________________________

______________________________________________

7. The new outfit that she purchased as of today was bought for the price of $75.

________________________________________

________________________________________

8. How many of the students will plan to get out of high school this spring?

________________________________________

________________________________________

9. This swimming pool is the busiest one that I know of in town as of July.

________________________________________

________________________________________

## BACKGROUND INFORMATION FOR WRITTEN REPORT

DIRECTIONS: Assume that you are working in the Human Resources Department of a company. You have been asked to complete a survey to determine employees' attitudes toward medical coverage. The results of the survey are shown below. Responses came from 134 out of 180 employees. The responses are grouped into 3 categories: single persons, individuals with one dependent, and individuals with 2 or more dependents. Use these data to prepare a report that could be sent to the company president.

| | Single | 1 Dependent | 2+Dependents |
|---|---|---|---|
| 1. Which type of coverage is best? | | | |
| a. Employee only | 43 | 5 | 5 |
| b. Family plan | 8 | 14 | 60 |
| 2. Which coverage should be available? | | | |
| a. Basic medical | 51 | 18 | 65 |
| b. Major medical | 49 | 18 | 62 |
| c. Hospitalization | 51 | 18 | 65 |
| d. Dental | 13 | 10 | 44 |
| e. Optical | 14 | 11 | 46 |
| f. Prescriptions | 20 | 9 | 50 |
| 3. What limit should policy place on out-of-pocket expenses? | | | |
| a. $500 | 25 | 10 | 32 |
| b. $1,000 | 7 | 4 | 19 |
| c. $2,000 | 15 | 3 | 6 |
| d. $5,000 | 4 | 1 | 8 |
| 4. Should the company offer a menu insurance program where employee can choose type of coverage desired? | | | |
| a. Yes | 45 | 16 | 61 |
| b. No | 6 | 2 | 4 |

| | Single | 1 Dependent | 2+Dependents |
|---|---|---|---|
| 5. Which would you prefer? | | | |
| a. Minimum coverage--company pays premium | 38 | 9 | 21 |
| b. Increased coverage--employee share in paying premium | 13 | 9 | 44 |
| 6. What should be the maximum premium that the employee must pay per month? | | | |
| a. 0 | 38 | 9 | 21 |
| b. $25 | 9 | 4 | 8 |
| c. $50 | 4 | 2 | 16 |
| d. $100 | 0 | 3 | 20 |

(Exercise taken from Harcourt, Krizan & Merrier. (1991) Business Communication, 2nd Ed., Cincinnati: South-Western Publishing Co., p. 404)

# Duty Area: MATHEMATICS

Beginning Level

KCBAE Level Ia

**COMPETENCIES:**

| | |
|---|---|
| 3.01 | Compute using whole numbers |
| 3.02 | Compute using fractions |
| 3.03 | Compute using decimals |
| 3.06 | Solve word problems |
| 3.09 | Measure geometric shapes, lines or angles |
| 3.10 | Calculate linear dimensions, volume, and area |
| 3.13 | Interpret and use statistics |
| 3.16 | Demonstrate consumer math skills: i.e., banking cost comparisons, invoices, interest, and wages |

## RELATED SKILLS

Mathematics
Science
Health/Wellness
Technology/Tools
* Consumer Economics 5.05
* Home Management 6.01, 6.03
Family Relationships
* Interpersonal/Social 8.01
* Self-Management 9.01, 9.03
Employability
* Communication 11.01, 11.02
* Thinking 12.03, 12.04
Social Sciences
Govt./Citizenship
Cultural Diversity
Community Resources

## PREREQUISITES

Count to one thousand
Read number words
Understand rudiments of addition, subtraction, multiplication, and division

## PROGRESS BENCHMARKS

1. Recognize and write whole numbers
2. Sequence numbers
3. Add, subtract, multiply, and divide whole numbers
4. Calculate averages and graph numbers
5. Use sums, differences, averages, and ratios
6. Calculate ratio and proportion
7. Measure and calculate perimeter, area, and volume

## TERMINOLOGY

Terms that students should know or learn as part of this lesson.

Sum
Area
Odd
Log
Gram
Width
Total
Even
Average
Compute
Calculate
Multiply
Proportion
Estimated
Percent
Sequence
Divisor
Dividend
Numerals
Multiples
Seniority
Volume
Daily
Calorie
Pattern
Milligram
Column/row
Consecutive
Dimension
Random
Length
Optimal
Perimeter
Equal
Subtract
Remainder
Convert
Lesser than
Itemized
Intake
Place value
Category
Difference
Poll/tally
Greater than
Unknown
Equation
Ratio
Chronological
Simulated
Bar/line graph
Cross multiply
Quotient
Metric
Formula
Annual

## REFLECTIONS

Math is not only number crunching; it is also a system of thinking logically to survive in this rapidly changing world. Math is a way to see the scenario, digest it, look at it from different angles, and reach one or more solutions. Application of learned math skills to everyday life is the most appropriate reason we teach math.

**COMPETENCIES 3.01, 3.02, 3.03, 3.06, 3.09, 3.10, 3.13, 3.16**

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## SAMPLE LEARNING ACTIVITIES

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PB 1 (3.01)
Benchmark Task: Write numbers as words and money; i.e., check writing.

(Basic content areas: Place values, counting, money values, number–word and digital–recognition, writing numbers)

1: Given a set of manipulatives containing pennies, dimes, and dollars (real or "play"), construct a place value chart ** using only 3 columns (ones-tens-hundreds). Allow student to discover that 10 pennies equal one dime, ten dimes equal one dollar, and other value combinations. (I and G, ET: 30 min.)

** Chart (PB 1, Activity 1, Attachment A)

| 100s | 10s | 1s |
|---|---|---|
|  | 0 | 9 |
| 9 | 9 | 8 |
| 8 | 8 | 7 |
| 7 | 7 | 6 |
| 6 | 6 | 5 |
| 5 | 5 | 4 |
| 4 | 4 | 3 |
| 3 | 3 | 2 |
| 2 | 2 | 1 |
| 1 | 1 | 0 |

2a. Plan and serve a fruit snack for an elementary classroom, including counting the children and teacher, purchasing one piece of fruit per student, serving the snack, and determining how many pieces of fruit will remain (if indeed fruit is purchased in bulk, e.g., a bag of apples, oranges). (I or G, ET: 30 min. in class)

OR

2b. Given a scenario of Ms. Hensley's kindergarten class of 16 children needing a fruit snack and Friendly Food supermarket selling bags of 10 apples and crates of 20 oranges, determine a shopping list of fruit allowing one piece of fruit per child plus teacher, indicating how many pieces of fruit will remain. (I, ET: 15 min.)

3. Create a simulated storefront setting with items labeled one through ten dollars only. Utilize the following activities to "play store":

COMPETENCIES 3.01, 3.02, 3.03, 3.06, 3.09, 3.10, 3.13, 3.16

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SAMPLE LEARNING ACTIVITIES

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PB 1 (Continued)

a. Make flash cards of the words one through ten.
b. Use play money to visualize the connection between the word and the actual dollar bills (1-10) by matching.
c. Play store in pantomime, using gestures only--no talking allowed. Make purchases using flash cards.
d. This activity could also be done as a restaurant setting with real food and students could then share a meal together. (G, ET: 2-3 hrs.)

4. Complete a story with the Cloze procedure (fill-in-the-blanks) using number words in multiples of ten through one hundred. Prior to completing the story, students should:
   a. Make flash cards of the words ten, twenty, thirty, forty up to one hundred.
   b. Match the word cards to stacks of $10 bills of equal value, and/or prepare stacks to match word cards. (I or G, ET: 30 min.)

Note: Sample Story

Mrs. Smith's son, Joe, asked his girlfriend to go to the prom. He needed a new suit and he had ________($90) dollars in his bank account. They found a nice sport coat for ________($50) dollars, slacks for ________($30) dollars, and a shirt for ________($20) dollars. Joe then needed to use some of his dad's money because he wanted to give his date some flowers which cost ________($10) dollars. How much did he need? His dad said it would be ________($20) dollars more than he now had, but that he could work it off on the weekends. He wanted his son's prom to be one he remembered.

5. Construct two charts utilizing both number words and numerals for a matching exercise . . . or as a fill-in-the-blank exercise (PB 1, Activity 5, Attachments B & C) , e.g.:

| | |
|---|---|
| 21 | twenty-one |
| 34 | thirty-four |
| 55 | fifty-five |
| 67 | sixty-seven |
| 82 | eighty-two |
| 73 | seventy-three |
| 46 | forty-six |
| OR | |
| forty-two | 42 |
| ninety-one | 91 |
| eighty-eight | 88 |

COMPETENCIES 3.01, 3.02, 3.03, 3.06, 3.09, 3.10, 3.13, 3.16

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SAMPLE LEARNING ACTIVITIES

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PB 1 (Continued)

A spelling game can be devised by having one student hold up random number-word cards for a second student to observe; then, first student writes word from memory after second student lowers the word-card. (G, ET: 1 hr.)

6. Using 100 pennies (in 10 columns), demonstrate that 16 cents is really "16 out of 100 cents" and is written as 16/100 on a check. Encourage student to write 10 to 25 amounts of change possible to be written on a check. (I or G, ET: 1 hr.)

7. Using a real bank statement with names deleted, instruct student to write "checks" (simulated) for each real check amount itemized on an actual bank statement. (Note: Many banks have instructional kits available free of charge.) (I or G, ET: 30 min.)

   OR

   Execute another Cloze procedure story using number-words in the blanks, as in activity #4. (I, ET: 30 min.)

8. Practice writing checks for actual bills, utilizing student or teacher's bills on simulated or actual checks...i.e., have a bill-paying party. (I or G, ET: 30-45 min.)

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PB 2 (3.01)
Benchmark Task: Sequence numbers to indicate the values; e.g., < >.

(Basic content areas: Odd and even numbers, chronological order, greater than and lesser than, numerical sequence)

1. Demonstrate the concept of odd/even as counting by two's consecutively, beginning with one for odd and with two for even numbers. Assign student to record the ages of 10 or more friends/family members in consecutive order from youngest to oldest in two categories--odd and even. Repeat the same procedure using house numbers or local highway numbers. (I or G, ET: 30 min.)

2. Given a scenario in which layoffs are imminent at the B.G. Value Co., Inc., prepare a seniority chart for the personnel officer by putting into correct chronological order the following employees:
   a. Mr. Jones, hired June 1991
   b. Ms. Black, hired August 1990
   c. Ms. Johnson, hired November 1993
   d. Mr. Andrews, hired March 1992
   e. Mr. Howard, hired January 1993
   f. Ms. Lowe, hired April 1991

   (I, ET: 10-15 min.)

3. Select 8 ads from a newspaper for a single category (e.g., cars, stereos, ladies coats) and compare one of the items to all the others, telling if it is lesser than < or greater than > the others. (I or G, ET: 30 min.)

**COMPETENCIES 3.01, 3.02, 3.03, 3.06, 3.09, 3.10, 3.13, 3.16**

**SAMPLE LEARNING ACTIVITIES**

PB 2 (Continued)

4. Tabulate all food intake for one 24-hour period; categorize each item according to the new Food Pyramid (replaces the old 4 Basic Food Groups). Compare and contrast each item with other categories, utilizing terms such as greater than, lesser than, difference, total, sum, altogether, larger, and smaller. (I or G, ET: 1 hr.).

5. Using a local newspaper ad for used car sales, (e.g., Metro Piston or Wheel 'n Deal), prepare a chart sequencing 5 or more autos available according to each of the following:
   a. model year
   b. mileage
   c. price

   Select the best buy for your life situation. (I or G, ET: 1 hr.)

---

PB 3 (3.01) (CR 6.01, 12.08)
Benchmark Task: Using a foods calorie chart, calculate the total calories consumed each day for one week.

(Basic content areas: Reading charts and labels; addition, subtraction, multiplication, and division of whole numbers)

1. Complete practice exercises with addition, subtraction, multiplication, and division of whole numbers (Mathematics for Careers or similar resource) (I, ET: 3 hrs.)

2. Secure a "what's normal" chart of weight and/or caloric intake from a physician or health department. Study heading/divisions--use students or hypothetical people to practice determining "what's normal" for them. Discuss the role of fats, carbohydrates, protein, and other nutrients in the optimal diet. Determine the recommended amount of fat intake for student aforementioned. Use charts from sources such as health department, physician, or school nurse. Determine if any change in student's food habits is indicated. Be certain that the student understands the general meaning of metric terms.
(I or G, ET: 1-2 hrs.)

3. Collect a variety of food labels and categorize items per serving according to the following headings:
   a. calories
   b. protein
   c. fat
   d. sodium

   Determine which foods are excessively high in fat, sodium, and carbohydrates.
   (I or G, ET: 1 hr.)

4. Keep a food log of total intake for seven days. Using a calorie chart, determine amount of calories per item. Calculate total calories per day and for the week.
(I or G, ET: 1-2 hrs.)

**COMPETENCIES 3.01, 3.02, 3.03, 3.06, 3.09, 3.10, 3.13, 3.16**

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**SAMPLE LEARNING ACTIVITIES**

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**PB 3 (Continued)**

5. Calculate optimal calories for each student per week, and compute the difference between actual and optimal intake for the week. Repeat for fat, sodium, etc. (I or G, ET: 1 hr.)

6. Observe log from activity #3 for frequently occurring items; e.g., 1 glass milk per day, cokes, and 2 bananas per week. Use multiplication to determine weekly intake of these items from the single daily figure, e.g., 1 coke = _______ calories X 10 cokes per week = ______ calories per week. (Note: Good opportunity to teach "guess-timating".) (I or G, ET: 15-30 min.)

7. Compute an average daily caloric intake, utilizing log in #3. Divide daily caloric intake by 3 to find optimal fat consumption. (Recommended daily fat intake is 30% of calories consumed.) (I or G, ET: 30 min.)

8. Using charts on food boxes, show the beginning concept of ratio/proportion via the 1:4 relationship of grits to water, rice to water when cooking. The same concept can be also taught using oil: gas for lawn mowers. (I or G, ET: 15-20 min.)

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**PB 4 (3.01, 3.13) (CR 8.01, 9.01, 9.14, 11.01, 11.02, 12.03, 12.05, 12.08)**
**Benchmark Task:** Conduct a poll of classmates and friends and tally the number of votes (i.e., a product choice, a community issue).

**(Basic content areas: Averages, differences, bar graphs, conducting opinion polls, and recording results)**

1. Complete practice exercises on calculating mean and median. (I, ET: 1 hr.)

2. Conduct a poll of 15-20 people throughout the community on the topic of violence and its personal impact on pollee. Categories might include:

    A. Victim
        1. Male/female
        2. Teen/young adult/middle aged/elderly
        3. Injury:
            a. Physical (fatal or slight)
            b. Financial (anything that involves money)
    B. Perpetrator
        1. Male/female
        2. Teen/young adult/middle aged/elderly
        3. Domestic/stranger
    C. Cause
        1. Money
        2. Jealousy
        3. Drugs
        4. Other

COMPETENCIES 3.01, 3.02, 3.03, 3.06, 3.09, 3.10, 3.13, 3.16

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SAMPLE LEARNING ACTIVITIES

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PB 4 (Continued)

- D. Weapon
    - 1. None
    - 2. Gun
    - 3. Knife
    - 4. Other
- E. Month in which incident occurred

Tally findings by category. (I or G, ET: 2-3 hrs.)

3. Using tallies from Activity 1, compute differences according to :
    - a. Gender of victim (male victims > or < females)
    - b. Gender of perpetrator
    - c. Money vs. jealousy vs. drugs (sequence order of incidence)
    - d. Weapon (sequence order of use)
    - e. Time of year (sequence number of incidents/month)

    (I or G, ET: 1 hr.)

4. Illustrate increased incidence of violence during hot summer months, if any, by charting the frequency of violent acts January through December. Use bar graphs and/or line graphs. (I or G, ET: 1 hr.)

5. Compute total number of violent episodes for year and determine average per month. Compare/contrast average with actual number for a given month. Discuss factors which might increase acts of violence in any given month; e.g., Dec---more theft due to Christmas pressures, more physical violence in August due to heat/irritability. (I or G, ET: 30 min.)

6. Construct bar graphs to illustrate frequency of annual totals for causes of violence; e.g.,
    - a. money
    - b. jealousy
    - c. drugs

    When causes overlap, discuss what is the primary cause. (I or G, ET: 1 hr.)

7. Conduct similar polls and use activities above for a variety of topics. (I or G, ET: 1 hr.)
    - a. Hobbies
    - b. Favorite foods
    - c. Religious affiliation
    - d. Favorite academic subject
    - e. Political party affiliation

---

PB 5 (3.01) (CR 9.01, 9.03, 9.05)
Benchmark Task: Keep a log of the number of hours worked in the adult center each week for a month. Determine how many hours (to the nearest hour) are spent outside of the lab each week and for the month.

COMPETENCIES 3.01, 3.02, 3.03, 3.06, 3.09, 3.10, 3.13, 3.16

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SAMPLE LEARNING ACTIVITIES

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PB 5 (Continued)

(Basic content areas: Multiplication, subtraction, addition, recording time, averages, ratios)

1. Complete practice exercises on ratio and proportion. (I, ET: 1 hr.)

2. Design and keep a log (diary) each week for one month (4 logs) tracking the number of hours spent:
    a. studying in class
    b. studying outside class (including reading the newspaper--Bible--magazines, writing letters, watching KET or other educational TV)
    c. sleeping
    d. working, if employed

   Total the hours. (I, ET: Varies; work outside class)

3. Compute number of hours in a 30-day month (24 X 30). Subtract the total hours logged above from the month's total of hours (this is the "other" category). (I, ET: 10 min.)

4. Total the number of hours spent in one week on studying, both in and out of class. Divide by 7 to find a daily average. (I, ET: 10 min.)

5. Total the number of hours spent in the first week on study, both in and out of class. Multiply by 4 for an estimated amount of time spent in study for the month. Then, total actual time spent in study and compare the estimated to the actual amount. (I, ET: 30 min.)

6. Compute the actual study time for the month and find a 30-day average. Compare to the average determined previously in activity #3 for one week. (I, ET: 15-20 min.)

7. Prepare a monthly budget. Keep an expense log for one month and decide how to categorize each item. Total each category (+). Determine whether total expenses stayed within budget (-). (I, ET: 1 hr. in class plus time at home)

8. Using totals of each category in Activity 6, explore the relationship (ratio) between the category totals and the total budget. (I, ET: 30 min. - 1 hr.)

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PB 6 (3.01) (CR 12.04, 12.05, 12.08)
Benchmark Task: Determine the number of packaged items needed to serve X number of people at a picnic.

(Basic content areas: Multiplication, division, ratio, and proportion)

## COMPETENCIES 3.01, 3.02, 3.03, 3.06, 3.09, 3.10, 3.13, 3.16

## SAMPLE LEARNING ACTIVITIES

PB 6 (Continued)

1. Encourage students who need help in multiplication tables to make small cards (about 1 1/2 inch square) and put a "family" of facts on 4 cards, e.g.,

$$\begin{array}{r} 9 \\ \times\ 4 \\ \hline 36 \end{array} \qquad \begin{array}{r} 4 \\ \times\ 9 \\ \hline 36 \end{array} \qquad 36/4 = 9 \qquad 36/9 = 4$$

   Make several sets of these cards and tape in places of prominence around the home–over the dish pan, on the mirror in the bathroom, on the TV dial, and on the bedpost/alarm clock. Practice saying the four facts aloud every time one of these sets of cards is in sight. Also, try writing the four facts several times each day, singing them in the shower, having the family drill on them immediately after saying grace at the dinner table.

   In other words, bombard the senses with the four related facts until learned. This incorporates both multiplication and division into one learning experience. For students having difficulty with addition/subtraction, encourage them to use beans or counters of any sort, to discover their own number "families"; then memorize accordingly.
   (I or G, ET: Ongoing)

2. Convert Grandpa Gordon's 1870 purchase list for the hardware store in North Livingston to a 1994 purchase order or Cornwall Construction Co. in Lexington. The Lexington company hires 4 times as many workers as Gordon's did and needs 4 times as many supplies. The old list included:
   a. 3 hammers
   b. 7 lbs. nails
   c. 18 ft. guttering
   d. 4 angle irons
   e. 2 wood rasps
   f. 50 bolts

   (I or G, ET: 20 min.)

3. Given that one box of fat-free cookies serves 4 people, determine how many boxes to buy for a PTA committee meeting with 16 people present. Use the concepts of ratio/proportion, cross multiplication, and simple unknowns in equations.

$$\frac{1}{4} = \frac{x}{16}$$

   The "box" method is very concrete and easy to visualize:

   (A) $\frac{\text{Part}}{\text{Whole}} = \frac{\text{Part}}{\text{Whole}}$

   (B)

| | |
|---|---|
| P | P |
| W | W |

**COMPETENCIES 3.01, 3.02, 3.03, 3.06, 3.09, 3.10, 3.13, 3.16**

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**SAMPLE LEARNING ACTIVITIES**

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PB 6 (Continued)

(C)

| | |
|---|---|
| 1 | X |
| 4 | 16 |

(D) $4X = 16$

$\underline{4X} = \underline{16}$

$X = 4$

$4 = 4$

Such an introduction to simple algebra is possible even for beginning learners and eases the math anxiety for future lessons. (I or G, ET: 1 hr.)

4. Plan a shopping list for a teenage party with 50 teens present, given the following facts: (use the box method from #3 above)
    - a. 1 lb. hamburger serves 2 people
    - b. 1 2-liter Coke serve 5 people
    - c. 1 pizza serve 3 people
      (Note: If answer is not "even" (as with pizza), determine if another whole item is needed or not.)
    - d. 1 pkg. buns serves 8 people
    - e. 1 bag chips serves 10 people
    - f. 1 large jar pickles serves 25 people

   (I or G, ET: 30-40 min.)

5. Plan a real class party at the learning center (or for any other group organization) and determine the amounts of food to be ordered; e.g., fried chicken by the bucket, pizza, sheet cake, 2-liter drinks, and coffee. Students make phone calls to determine servings per container before making lists. (I or G, ET: 1 hr.)

6. Using the fact that 48 brownies can be made from 2 boxes of brownie mix, 1 cup water, 1 cup oil, and 2 eggs, figure how many ingredients should be purchased to make 96 brownies . . . 144 brownies. (I or G, ET: 12-15 min.)

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PB 7 (3.01, 3.02, 3.03, 3.06, 3.09, 3.10, 3.16) (CR 5.05, 6.03, 12.05, 12.08)
Benchmark Task: Calculate perimeter, area, and volume for real-life situations; e.g., home remodeling.

(Basic content areas: Measurement, calculation of materials, determining area and perimeter, volume)

**COMPETENCIES 3.01, 3.02, 3.03, 3.06, 3.09, 3.10, 3.13, 3.16**

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**SAMPLE LEARNING ACTIVITIES**

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**PB 7 (Continued)**

1. Illustrate the concept of perimeter by replacing the lace edging of an old tablecloth. Utilize terms such as: length, width, perimeter, and formula to show the efficiency of the use of formula. Measure one length, one width, and multiply by 2. Teach P = 2L X 2W. For an optional activity, phone fabric stores and determine the cost of lace edging per yard. Convert inches to yards and determine the number of yards needed to purchase and the cost involved. (I or G, ET: 30 min.)

2. Given the problem of remodeling a living room by pulling up the old carpet and installing new, two activities are necessary:
    a. measuring for and laying the new carpet
    b. installing molding around the newly installed carpet

    * Call the hardware store to determine the dimensions (lengths) of commercial molding strips.
    * Measure one length and one width of the walls (may use the classroom as a sample)
    * Multiply by 2.
    * Show how formula P = 2L x 2W makes "common sense" as a shortcut.
    * Measure the width of all doorways and subtract from the total perimeter to determine the amount of molding needed.
    * Divide total amount of molding needed by the length of one commercial strip to determine the number of strips to buy.
    * Discuss the need for buying a whole strip for a few inches.. or whether or not to "put a couch over the hole." (I or G, ET: 1 hr.)

3. Using the facts from Activity 2, teach the concept of area by calculating square yards of carpet needed for the room. To keep figures in the realm of whole numbers, divide each wall length by 3 and each wall width by 3 (3 ft. = 1 yd.) before multiplying (A = L x W). If there is a remainder, round up to the next yard. (I or G, ET: 15 min.)

4. Plan a backyard for a new home, including fencing and sod. Utilize both concepts of perimeter and area. Remember to secure factual information about how fencing and sod are sold, subtracting any spots where fencing/sod are not needed, and costs involved. Activity may be simple to complex, as needed by student's ability level. (I or G, ET: 1 hr.)

5. Teach concept of volume by instructing student(s) to bring a number of boxes to class. Measure all dimensions (L,W,H) and utilize formula V = LWH. Demonstrate concept using children's building blocks to fill a box (sides may be cut down to accommodate an even number of blocks). Measure the box and determine that the formula (V = LWH) matches the answer to the total number of blocks inside the box. (Note: Be careful to stay in inches or round to the nearest foot. Many excellent manipulatives are available commercially if funding is adequate to purchase.) (I or G, ET: 20-30 min.)

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**COMPETENCIES 3.01, 3.02, 3.03, 3.06, 3.09, 3.10, 3.16**

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## RESOURCES

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**STATE OR COUNTY HEALTH DEPARTMENT, COUNTY EXTENSION SERVICES, CLINICS, HARDWARE STORES, AND FAST FOOD CHAINS.**

| | |
|---|---|
| Contemporary. | The GED Math Problem Solver |
| | Breakthroughs In Math and Problem Solving: Book 1 |
| | Number Power: Book 1 and 6 |
| | Real Numbers<br>Whole Numbers |
| | Number Sense |
| Cambridge Co. | Basic Skills Series<br>Math |
| Delmar Publishers, Inc. | Mathematics for Careers<br>Adding and Subtracting Whole Numbers<br>Multiplying and Dividing Whole Numbers<br>Mixed Numbers |
| New Readers Press. | Breakthrough to Math Level 1: Books 1, 2, 3, 6 |
| | Math Stories: Addition, Subtraction |
| | Math Stories: Multiplication, Division |
| Steck-Vaughn Book Co. | Math Matters<br>Whole Numbers |
| | Skill Book 5500 |
| | Connections: Life Skills and Mathematics |
| South-Western. | Math Competencies for Everyday Living |

## COMPETENCIES 3.01, 3.02, 3.03, 3.06, 3.09, 3.10, 3.16

## ADDITIONAL RESOURCES

## ADDITIONAL LEARNING ACTIVITIES

## PLACE VALUE CHART FOR MONEY

**DIRECTIONS:** Use this chart to discover how many pennies equal one dime, then dimes equal one dollar, and other value combinations assigned by your teacher.

| 100s | 10s | 1s |
|---|---|---|
|  | 0 | 9 |
| 9 | 9 | 8 |
| 8 | 8 | 7 |
| 7 | 7 | 6 |
| 6 | 6 | 5 |
| 5 | 5 | 4 |
| 4 | 4 | 3 |
| 3 | 3 | 2 |
| 2 | 2 | 1 |
| 1 | 1 | 0 |

## NUMBER WORDS AND NUMERALS

**DIRECTIONS:** Write the correct number words or numerals in the blank column.

| | |
|---|---|
| thirty-two | |
| ninety-seven | |
| eighty-five | |
| twenty-eight | |
| fifty-nine | |
| 44 | |
| 92 | |
| 36 | |
| 81 | |
| 22 | |
| 44 | |

## MATCH NUMERAL WORDS OR NUMBERS

**DIRECTIONS:** Draw lines to the correct number words or numerals.

| | |
|---|---|
| eighty-eight | ninety-five |
| 72 | 46 |
| thirty-three | 58 |
| 44 | twenty-two |
| 95 | sixty-five |
| 22 | 88 |
| 65 | 33 |
| fifty-eight | 87 |
| forty-six | 53 |
| eighty-seven | seventy-two |
| fifty-three | forty-four |

## Duty Area: MATHEMATICS

Beginning Level

KCBAE Level Ib

**COMPETENCIES:**

3.02 Computer using fractions
3.03 Compute using decimals
3.06 Solve word problems
3.08 Count money
3.09 Measure geometric shapes, lines, or angles
3.11 Calculate units of time
3.14 Demonstrate estimation and mental arithmetic skills

### RELATED SKILLS

- Mathematics
- Science
- Health/Wellness
- * Technology/Tools 4.02
- * Consumer Economics 5.04, 5.05
- Home Management
- Family Relationships
- Interpersonal/Social
- Self-Management
- * Employability 10.05
- Communication
- * Thinking 12.04, 12.05, 12.08
- Social Sciences
- Govt./Citizenship
- Cultural Diversity
- Community Resources

### PREREQUISITES

Compute using whole numbers
Use concepts of grouping
Divide whole and parts

### PROGRESS BENCHMARKS

1. Count money and make change
2. Balance checkbook stubs
3. Prepare household budget
4. Measure geometric shapes
5. Compute fractional parts
6. Multiply and divide fractions

### TERMINOLOGY

Terms that students should know or learn as part of this lesson.

Cash tendered
"Guess-timate"
Circumference
Predict
Consecutive
Simulated
Deposit
Per
Compare/contrast
Convert
Rebate
Balance
Log
Diagonal
Diameter
Retail
Averaging
Category
Equivalent
Clockwise
Unit
Expenditures
Annual
Number line
Counter-clockwise

### REFLECTIONS

The study of mathematics is more than mere calculations. Mathematics represent systems of logical thought, methods for attacking and solving problems through analysis. Mathematical abilities have the powerful potential for transfer to students' everyday lives. The abilities to think fast, to estimate, and to make mental comparisons add up to savings and good consumer decisions for students. True skill in mathematics influences the choices of the best job, car or even the best place to borrow money. Taking mathematics seriously and making mathematics practical pays off.

**COMPETENCIES 3.02, 3.03, 3.06, 3.08, 3.09, 3.11, 3.14**

## SAMPLE LEARNING ACTIVITIES

PB 1 (3.03, 3.06, 3.08) (CR 5.04, 5.07, 12.04, 12.05, 12.08)
Benchmark Task: Given amounts of total purchases and amounts of cash tendered, determine how much change to give customers for purchases.

(Basic content areas: Counting money, making change, calculating decimals)

1. Complete practice exercises adding, subtracting decimals (Number Sense: Decimals Addition and Subtraction or similar resource). (I, ET: 1 hr.)

2. Use play money to practice place value by grouping dollar bills. (I/G, ET: 20 min.)

3. Secure several grocery cash register tapes (or other retail sales slips) and highlight (or circle or underline) in different colors the following: total purchases, cash tendered, amount of change due. Write or role play dialogue a clerk might use as he/she gives change. (I/G, ET: 15 min.)

4. Use play money including coins and bills (purchased, student-made or from Monopoly games) to develop concepts of counting money and making change. Appoint a "manager" and a "customer" of an imaginary store to role play situations . . . ideally with empty cartons and labeled boxes. Compute 2 or more pages of addition/subtraction problems from text or worksheets. (G, ET: 20-30 min.)

5. Develop and produce a mock sales slip for U.R. Sharp Co. to show purchase of a set of tools costing $119.25 (tax included) and paid for with $150 cash. Compute the correct change due to customer. (I, ET: 10-15 min.)

6. Procure a variety of "cents off" coupons and rebate forms and determine the savings realized on a simulated purchase. Use a newspaper or magazine ad to give retail prices. (I/G, ET: 10-30 min. depending upon number of coupons used)

7. Role play the purchase of a used car with a budget of $5,000. All cars are equally roadworthy and have about the same mileage. Choices include a '90 Geo for $1,900, an '84 Toyota Camry for $3,400, and an '87 Buick Skylark for $3,150. Determine which one leaves the most money available for other uses. (G, ET: 15-20 min.) (May be done individually without the role playing)

8. Sponsor a "flea market" at the school utilizing donated items from students and friends and play money. Appoint an auctioneer and cashier . . . or have the group conduct a task analysis and assign chores as determined by the group. This activity is best when done before Christmas, Easter, or other gift-giving holiday because students can "shop" in this manner. All purchases are made with play money, but items become the property of the "purchaser." (G, ET: several class sessions for setting up the flea market. Actual auction often takes 2 or more hrs., depending upon volume of items donated.)

**COMPETENCIES 3.02, 3.03, 3.06, 3.08, 3.09, 3.11, 3.14**

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**SAMPLE LEARNING ACTIVITIES**

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**PB 2 (3.03, 3.06, 3.14, 3.16) (CR 5.04, 12.04, 12.05, 12.08)**
**Benchmark Task:** Given beginning cash balances and lists of purchases, estimate the remaining balance and then calculate checkstub balances and reconcile a bank statement.

(Basic content areas: Adding whole numbers and decimals, estimating purchase totals, completing checkstubs, reconciling bank statements)

1. Construct a game with 4 sections and a spinner. Assign the squares the numbers 0.0, 0.5, 1.0, and 1.5. Give three spins per turn.

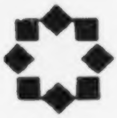
| | |
|---|---|
| 0.0 | 0.5 |
| 1.0 | 1.5 |

Determine:

- a) Highest possible score
- b) Lowest possible score
- c) If any score could be less than 0.5
- d) If any score could contain halves

(I/G, ET: several sessions of 20-30 min. each, including production of game board. Actual playing time can be varied according to need.)

2. Design a Christmas tree: Given a basic Christmas tree shape and numerous ornaments of varying values, decorate the tree with at least 10 items for a cost as close as possible to $5. (I/G, ET: 30 min.)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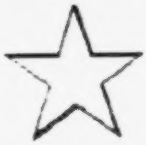
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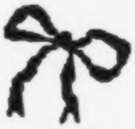
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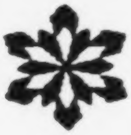
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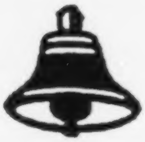
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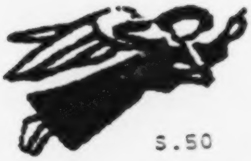
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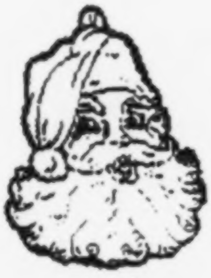
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COMPETENCIES 3.02, 3.03, 3.06, 3.08, 3.09, 3.11, 3.14

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SAMPLE LEARNING ACTIVITIES

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PB 2 (Continued)

3. Given a sample cash register tape showing amount of purchase and cash tendered, select the estimated amount of change from a given multiple choice list. Answers should not include exact answer, but a range of choices from too small to too large. May be repeated with several cash register tapes. (I, ET: 20 min to complete 5 or more tape analyses)

4. On an imaginary trip to the grocery or hardware store, with $50, select 5 items from a simulated store inventory and estimate if the $50 is sufficient to make all the purchases. If not, decide which items to return to the shelves. Determine approximate amount of change due, if any. (I, ET: 10 min., more if several "trips" are made)

5. Secure a sales tax table for the state of Kentucky and determine the approximate tax due on:

   a) Pack of cigarettes
   b) Man's dress shirt
   c) Color TV
   d) New car of your choice

   (I, ET: 15 min.)

6. Construct a simulated bank statement and checkbook stub. Devise a beginning balance, listing 4 purchases and then estimating the balance of the account after the purchases. Compute the actual balance after each purchased. Determine the final balance in the checkbook. Add a deposit of "X" dollars to the account and record in the checkbook. Reconcile the checkbook to the bank statement. Practice the skill 3-4 more times with other simulated account scenarios. (I/G, ET: 10 -12 min. each account scenario)

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PB 3 (3.03, 3.06, 3.14, 3.16) (CR 5.04, 5.05, 12.02, 12.03, 12.04, 12.05, 12.08)
Benchmark Task: Calculate weekly household expenditures and prepare a monthly household budget based on anticipated income. Calculate average expenditure per family member.

(Basic content areas: Multiplying and dividing decimals; budgeting; determining averages; comparing costs; comparison shopping; categorizing expenditures)

1. Complete practice exercises to multiply and divide decimals (Number Sense: Decimals Multiplication and Division or similar resource). (I, ET: 2 hrs.)

2. Assist a child in preparing a budget for his/her allowance and devise a chart for recording expenditures. (I, ET: 30 min.)

3. Given a business trip expense log, determine the average cost per gallon of gas used and compute the gas mileage, also. (I/G, ET: 15 min.)

**COMPETENCIES 3.02, 3.03, 3.06, 3.08, 3.09, 3.11, 3.14**

**SAMPLE LEARNING ACTIVITIES**

**PB 3 (Continued)**

4. Study a tide table. Determine the average high/low tide for one week or one month at a favorite oceanside vacation spot. (I/G, ET: 15-30 min.)

5. Calculate batting averages for a favorite baseball team for one season. (I/G, ET: 15-30 min.)

6. Compare and contrast the cost of brand names versus generic items for 10 or more commonly used household items. (Note: Define generic/brand names before beginning; the teacher may compile a list or may assign a student to do so) (I/G, ET: 15 min.)

7. Demonstrate knowledge of unit pricing and ability to comparison shopping:

    a) Locate unit pricing tags for 5 items on shelves (or simulated store photo)
    b) Find cost per unit on tag
    c) Make a judgment as to best buy when considering:

        -size (weight/volume) of container
        -cost of container
        -need of consumer (amount)
        -savings realized

8. Keep a log of all household expenditures for one month. Record mortgage or rent, food, medical, clothes, household maintenance, transportation, child care, donations, insurance, taxes, credit card bills, utilities, entertainment or personal spending. Categorize expenses in a chart form. Expand expenses to determine annual need per item. Prepare an annual budget based upon these expenditures. Compare and contrast the need with the anticipated income. Determine if cuts are needed . . . if so, where? (I, ET: Several class sessions)

9. Using the budget in Activity 7 above, calculate the average expenditure per item per family member. (I, ET: 30 min.)

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PB 4 (3.02, 3.09) (CR 4.02, 12.03, 12.04, 12.05, 12.08)
Benchmark Task: Measure items in the home (i.e., room size, table, cabinets).

(Basic content areas: Measurements; estimation of size; converting inches, feet, yards; geometric shapes)

1. Design a school desk for an adult student. Be sure to indicate what measurements are used and why. How would the adult desk differ from a desk for an elementary students? (I/G, ET: 30-45 min.)

**COMPETENCIES 3.02, 3.03, 3.06, 3.08, 3.09, 3.11, 3.14**

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**SAMPLE LEARNING ACTIVITIES**

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PB 4 (Continued)

2. Determine when the Civil Defense organization should order a flood danger evacuation of a local city, given:

    a) the river is now at 12 ft.
    b) the flood stage is 25 ft.
    c) the rainfall is predicted to be steady at 0.5" per hour.
    d) it is now 5:00 p.m.

    (I/G, ET: 15 min.)

3. Measure 1 oz. of coffee beans by weight. Count the beans. Estimate how many beans would be in one pound of coffee. If one cup of coffee uses 10 beans, compute how many cups of coffee this pound would produce. (I/G, ET: 15 min)

4. Given a ruler, a yardstick, and a tape measure, measure (to the closest half-inch) the outside dimensions of a map, a globe (circumference), a coffee mug and a triangle formed by measuring the length, width, and diagonal of a large book. (I/G, ET: 30 min.)

5. Guess, then measure (use a ruler and/or yardstick), the outside dimensions of the following and record to the closest half-inch:

    a) a window
    b) a door
    c) a book
    d) a desk top
    e) a calculator

    Record the findings and label a simulated drawing of the items measured. (I/G, ET: 10-15 min.)

6. Determine the number of feet in a yard using a ruler and a yardstick. Construct a number line using a ruler and divide into halves, quarters, and thirds. Determine how many quarters equal one-half inch and other fractional parts to recognize equivalencies. Make a chart to show the equivalent fractions discovered. (I, ET: 30 min.)

7. Observe and record examples of the following geometric shapes in daily life:

    a) rectangle
    b) square
    c) circle
    d) triangle
    e) cube
    f) pyramid
    g) cylinder
    h) cone

    (I/G, ET: 30 min.)

COMPETENCIES 3.02, 3.03, 3.06, 3.08, 3.09, 3.11, 3.14

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SAMPLE LEARNING ACTIVITIES

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PB 4 (Continued)

8. Plan a dimension and purchase list for amounts of floor covering, wallpaper, and fabric for sill-length curtains, for a 10 ft. x 15 ft. recreation room with 8 ft. ceilings and 3 windows measuring 3 ft. x 5 ft. (G, ET: 2 or more class sessions)

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PB 5 (3.02, 3.06, 3.11) (CR 6.01, 9.03, 12.02, 12.04, 12.05, 12.08)
Benchmark Task: Compute time sheets with fractional parts of hours.

(Basic content areas: Computing fractions; converting seconds, minutes, hours; measuring cups, pints, quarts, and gallons; multiplying; constructing 3-dimensional figures; determining fractional relationships; completing time cards)

1. Complete practice exercises performing addition, subtraction, multiplication, an division of fractions (Math Matters: Fractions or similar resource). (I, ET: 3 hrs.)

2. Walk briskly 3-4 blocks near home for 5 consecutive days. Use a digital watch to record the exact time of each walk. Add the total time and convert minutes to hr./min./sec. at the end of the week. (I, ET: Math conversion time--10 min.)

3. Experiment to see how many:

a)_____ quart jars can be filled from a gallon jug (how many qts. = 1 gal. ?)
b)_____ pint jars can be filled from a quart jar (how many pts. = 1 qt. ?)
c)_____ one-cup measuring cups can be filled from a pint jar (how many cups = 1 pt. ?) Caution: Using coffee cups and mugs may cause slight variations--always use a measuring cup. Based upon these findings, calculate:

______c = 1 qt.
______c = 1/2 gal.
______c = 1 gal.
______qts. = 1/2 gal.
______pts. = 1/2 gal.
______pts. = 1 gal.

(I/G, ET: 30-45 min.)

4. Based on a recommended intake of 2 cups of milk per day, make a graph showing amounts needed by a family of 4, then 6, then 8. Determine the best method of purchasing milk weekly for each family. This activity will invite discussion due to the many variables involved. (I/G, ET: 20 min.)

COMPETENCIES 3.02, 3.03, 3.06, 3.08, 3.09, 3.11, 3.14

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SAMPLE LEARNING ACTIVITIES

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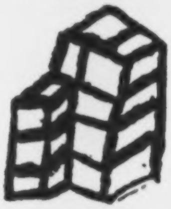
PB 5 (Continued)

5. Construct a three-dimensional figure with wooden cubes (e.g., children's blocks) using columns of various heights and two or more rows deep; e.g.:



Estimate the number of blocks used (without pen or pencil) by viewing from only direct front of the figure.

(I/G, ET: 10 min.)

6. Manipulate color-coded cards of various sizes to discover basic facts of fractional relationships; e.g., two halves = one whole, three thirds = one whole, two fourths = one half. Make a list of these "discoveries." (I/G, ET: 20 min.)

7. Cut out a circle 8 1/2 inches in diameter. Fold and cut in half lengthwise. Fold one-half in half again and cut to make quarters. Continue through eighths. Record what happens each time a cut is made; e.g. 1/2 = 2/4, 1/4 = 2/8. (I, ET: 15 min.)

8. Given 25 pennies per student, discover how many of the 25 pennies would be needed to make BOTH:

   a) 2 groups with the same number of pennies in each, AND
   b) 10 groups with the same number of pennies in each.

   (Note: Pennies may be left over. The same pennies are to be used in each group.) (I/G, ET: 10 min.)

9. Demonstrate the interrelationship of seconds, minutes, and hours by constructing three clock faces:

   a) a standard clock to teach 24 hours
   b) an hour clock (highlighting 5 min. intervals)
   c) a minute clock (showing 60 seconds)

   Determine 1/2 hr. (30 min.) and 1/4 hr. (15 min.) on Clock B, and 15-30-45 seconds on Clock C. Reinforce the concepts of a.m./p.m. and clockwise/counter-clockwise. "Set" clocks to a number of specified settings to demonstrate understanding. (I/G, ET: 2 class sessions)

10. Develop a simulated daily schedule for people in several (6+) occupations (e.g., homemaker, factory worker, teacher, judge, restaurant worker) for a 24-hour period. Use quarter-hour and half-hour time slots as well as whole hours. (I/G, ET: 45 min.-1 hr.)

**COMPETENCIES 3.02, 3.03, 3.06, 3.08, 3.09, 3.11, 3.14**

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**SAMPLE LEARNING ACTIVITIES**

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**PB 5 (Continued)**

11. Complete a time card of attendance for one month, computing time in/time out to the closest half-hour daily; compute total time attended for a month. (I, ET: 10 min. after data has been gathered)

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**PB 6 (3.02, 3.03, 3.06, 3.14) (CR 1.07, 5.05, 12.02, 12.03, 12.04, 12.05, 12.06, 12.08)**
**Benchmark Task:** Increase and decrease recipes.

(Basic content areas: Multiplication and division of fractions)

1. Given a standard recipe to make kindergarten play dough for 20 children, prepare enough dough for 10 children. (I, ET: 5-10 min. for recipe conversion)

2. Prepare a supply order for concrete mix to lay a sidewalk at a new construction site. One section of the sidewalk is 3 ft. long and uses one bag of mix. Determine how much mix is needed to lay a 75 ft. sidewalk. (I, ET: 5 min.)

3. Two students each receive a mysterious package from UPS. Each box contains some animals, "kittens," and/or "ducklings." The total number of animals is 10, and their combined number of legs is 28. Before opening the boxes, determine how many kittens and how many ducklings are in each box. (Note: More than one answer is correct. Students may identify several combinations.) (G, ET: 10-15 min.)

4. Utilize multiplication and/or division of fractions to double, or halve, a standard cookbook recipe (look for one using only 1/4 and 1/2 measures). The teacher may wish to identify problems using 1/2 and 1/4 . . . or compose worksheets to maintain skill level. (I/G, ET: 15-20 min.)

5. Practice several pages of word problems involving money, decimals, and estimation concepts. See resource section for options of texts--excellent sources are Myrna Manly's The GED Math Problem Solver and New Reader's Press' Breakthrough to Math: Level 1, Bk. 6, and Level 2, Bk. 6. (I, ET: Class session)

6. Given a shopping list for a campout of 30 people, compute how many supplies are needed if only 10 people are actually able to go. Also, compute the supplies needed if 3 times as many people sign up. (I/G, ET: 15 min.)

7. Pretend that you are a lawyer settling an estate in which two heirs are to receive equal shares of:

   a) a $50,000 home
   b) a $7,000 car
   c) $3,000 furniture
   d) $680 clothing

COMPETENCIES 3.02, 3.03, 3.06, 3.08, 3.09, 3.11, 3.14

## SAMPLE LEARNING ACTIVITIES

PB 6 (Continued)

Determine the dollar value of each inheritance using two methods: division and multiplication of fractions. Do you see any similarity between multiplying with fractions and dividing by a whole number?

## RESOURCES

| | |
|---|---|
| Contemporary Book Co. | The GED Math Problem Solver<br>Breakthroughs in Math and Problem Solving, Bk. I<br>Number Power<br>a) Bk. I Addition, Subtraction, Multiplication Division<br>b) Bk. II, Fractions, Decimals, and Percents<br>c) Bk. VI, Word Problems<br>Real Numbers: Estimation 2: Fractions and Percents<br>Number Sense<br>Discovering Basic Math Concepts<br>1. Decimals Addition and Subtraction<br>2. Decimals Multiplication and Division |
| Cambridge Co. | Basic Skills Series<br>a) Math, General Review<br>b) Math, Fractions<br>c) Math, Decimals and Percents |
| New Readers Press. | Breakthrough to Math<br>Level I: Books 1, 2, 3, and 6<br>Math Stories: Addition, Subtraction<br>Math Stories: Multiplication, Division |
| South-Western. | Math Competencies for Everyday Living |
| Steck-Vaughn Co. | Math Matters<br>a) Whole Numbers<br>b) Fractions<br>Connections: Life Skills & Mathematics |

## COMPETENCIES 3.02, 3.03, 3.06, 3.08, 3.09, 3.11, 3.14

## RESOURCES (Continued)

### Computer Software

| | |
|---|---|
| Advantage Computing. | 1) Animal Math $39.95<br>2) Funnels and Buckets $39.95<br>3) Math Facts $39.95<br>4) Math Tutor $39.95 |
| Ky-SETTC. | Bill's Drills $3 |
| DEGEM Systems. | Everyday Mathematics $660 |
| Mr. Disk Shareware. | Googal Math Games 3.3 $3-$10 |
| Davidson and Associates | Math Blaster Plus $59.95 |
| Queue. | Survival Math Series $240 |

## ADDITIONAL RESOURCES

## ADDITIONAL LEARNING ACTIVITIES

## Duty Area: MATHEMATICS

**KCBAE Level II**

Intermediate Level

**COMPETENCIES:**

3.04 Compute using percentages, ratio, and proportion
3.05 Convert decimals to fractions or percent
3.06 Solve word problems
3.14 Demonstrate estimation and mental arithmetic skills
3.15 Demonstrate basic knowledge of the metric system
3.16 Demonstrate consumer math skills; i.e., banking, cost comparisons, invoices, interest, and wages

### RELATED SKILLS

Mathematics
Science
Health/Wellness
* Technology/Tools 4.02
* Consumer Economics 5.04, 5.05
Home Management
Family Relationships
* Interpersonal/Social 8.02
* Self-Management 9.02, 9.08
Employability
* Communication 11.02, 11.11
* Thinking 12.02, 12.03, 12.04
Social Sciences
Govt./Citizenship
Cultural Diversity
Community Resources

### PREREQUISITES

Perform basic operations (+,-,x,/) with whole numbers, fractions, decimals, and percents
Convert fractions to decimals and percents
Convert decimals to fractions and percents
Convert percents to decimals and fractions

### PROGRESS BENCHMARKS

1. Estimate total costs of multiple items
2. Compute differences and percentage of parts to whole
3. Categorize expenditures and calculate percentages and ratio and proportions
4. Determine proportions of a whole
5. Calculate price extensions and discounts
6. Do price comparisons of two or more products and estimates

### TERMINOLOGY

Terms that students should know or learn as part of this lesson.

Estimate (v)
Estimate (n)
Coupons
Depreciation
Limited-payment
Round
Extensions
Percent
Original price
Miscellaneous expenses
Difference
Whole life insurance
Terms of payment
Ratio
Proportion
Discount

### REFLECTIONS

This section will help you learn to manage your personal and/or family financial affairs. Students will learn to estimate, do mental math, write a budget, figure discounts, understand terms of an invoice, and evaluate different types of insurance. All of these things are a part of everyday life; adults need the knowledge that will assist them in accomplishing these tasks.

**COMPETENCIES 3.04, 3.05, 3.06, 3.14, 3.15, 3.16**

**SAMPLE LEARNING ACTIVITIES**

PB 1 (3.14) (CR 5.04, 5.05, 9.02, 11.02, 12.02, 12.03, 12.08)
Benchmark Task: Estimate the cost of a 10-item shopping list.

(Basic content areas: Estimation, adding, subtracting, and multiplying decimals, mental arithmetic skills, solving word problems)

1. Readings on estimating cost. (I and G, ET: 10 min.)

2. Estimate the cost of the following grocery list. Remember to round prices to the nearest dollar (or half-dollar, as indicated by your teacher). (I, ET: 10 min.)

   2 lbs. ground beef @ .89/lb. 2 dozen eggs @ .74/doz.
   1 loaf wheat bread @ .59/loaf 1 lb. bacon @ 1.59/lb.
   1/2 gallon milk @ .75/gallon 8 oz. cream cheese @ .59/8 oz.
   2 12 oz. low-cal cottage cheese @ .67/12 oz. pkg.

3. Take a trip to the grocery store. Using coupons available in the classroom, Family Resource Center, or from home, try to purchase 10 grocery items for less than $15.00. (I and G, ET: 1-3 hr.)

4. Your family's monthly income is $650. Monthly expenses are: Rent-$150; gas/electric-$30; transportation (car payment and gas)-$200; water and sanitation-$20; miscellaneous expenses-$75. How much money do you have for the month's groceries? Using your own family's income and bills, determine your monthly allowance for groceries. (I, ET: 20 min.)

5. Using newspaper sales ads, find the best value for a new outfit (shirt, slacks, blazer, tie, and shoes). Determine the total of the non-sales price and the total of the sales price - how much did you save by buying at the sales price? (I, ET: 30 min.)

6. Divide the class into groups of 3 or 4 students. Each student in the group should visit a different local, or near-by, department store. Give students a list of items to be "purchased" - they may not spend more that $75. At which store(s) were students able to get the best buys? What was the difference in total cost between the lowest-priced and the highest-priced store? Were all items at a particular store more or less expensive? Students should make a chart showing price comparisons to use for their group report to the class. (G, ET: in class 2 hrs., out of class 3 hrs. - Total 5 hrs.)

PB 2 (3.04, 3.06, 3.07, 3.16) (CR 5.04, 8.02, 9.08, 11.02, 12.02, 12.03, 12.04)
Benchmark Task: Compute percentage of savings when items are bought at sale prices.

**COMPETENCIES 3.04, 3.05, 3.06, 3.14, 3.15, 3.16**

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**SAMPLE LEARNING ACTIVITIES**

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PB 2 (Continued)

(Basic content areas: Computing percents, converting decimals to percents, multiplying decimals, writing and solving word problems)

1. Complete practice exercises computing percentages (Basic Mathematics Review or similar resource). (I, ET: 1 hr.)

2. Have students work out problems related to discounts and original price, such as:

   Suppose a 5-lb. bag of flour usually costs $1.50, but a store is having a great sale and you can get a 5-lb. bag for $1.15. How much will you save per bag if you buy the flour on sale? What is your savings stated as a percent?

   OR

   Mrs. Franklin bought a car for $10,540. This was 15% off the original price. What was the original price? What is the difference between the discounted price and the original price? (I, ET: 30 min.)

3. Have students gather in groups of 2-3 and write a problem for a percentage discount. Have the students record the problem on poster paper and display it in the room. Students in the group must write a description of the process they used to arrive at their problem and solution. (G, ET: 45 min.)

4. Have students bring "flea" items. Have students determine the age of the items and assign a depreciated value to each item. Determine the percent of depreciation. Have a yard sale to raise money for the class. (G, ET: 1-2 hrs.)

5. Have students work problems related to comparison shopping from Unit 3 of Math Competencies for Everyday Living or from a similar resource. (ET: 30-40 min.)

6. Compare prices on comparable items at several area stores to determine which would be a better place to shop and why. Explain. Make a chart of the items and prices from highest to lowest. (I, ET: 1-2 hrs.)

7. Using the charts prepared in the previous activity, students should make an oral presentation to the class. The presentation should persuade the other students to shop at the store he/she recommends. Students will have to justify their thinking.
   (I and G, ET: 1 1/2 hrs.)

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PB 3 (3.04, 3.16) (CR 5.04, 9.02)
Benchmark Task: Using a monthly household budget, calculate the percentage of each expenditure category and the ratio and proportion of various categories.

(Basic content areas: Addition, subtraction, and division of decimals, reducing fractions to lowest terms, converting decimals to fractions, consumer math skills)

COMPETENCIES 3.04, 3.05, 3.06, 3.14, 3.15, 3.16

SAMPLE LEARNING ACTIVITIES

PB 3 (Continued)

1. Read information on "Saving and Spending Wisely," or related information on preparing a budget and setting up savings accounts and checking accounts. Also read section on ratio and proportion. Have students work on problems related to ratio and proportion and consumer math skills. (Math Skills By Objective: Book Two, Unit 3 or a similar resource) (I, ET: 1-2 hrs.)

2. Contact a local Credit Counseling Bureau or banking institution to provide a guest speaker on budgeting. Speaker should emphasize the importance of operating on a budget. A variety of formats should be presented. Have the students and speaker prepare a budget for a fictional person. The budget should be realistic and should take into account: emergency expenses, daily spending, and "specials." (G, ET: 1-2 hrs.)

3. To work on fraction skills, students may play the computer game, Fraction Action or a similar game. The game allows 1-2 players at a time. (I and G, ET: 20-30 min. depending on the number of players)

4. Students play computer game, Money Manager or a similar game. This game includes:

   - bi-weekly income/unemployment
   - weekly/monthly bills
   - savings accounts
   - checking accounts
   - insurance payments
   - household purchases
   - burglary/robbery

   The game simulates an 8-week earning period. Students earn points for money saved and property value and lose points for unpaid bills and money spent or stolen. (I, ET: 15-30 min.)

5. Considering your own monthly income and expenses, prepare a budget for the upcoming month. Remember to set realistic limits and goals. (Sample budget worksheet - Math Skills by Objectives: Book 2 or a similar worksheet from another resource) (I, ET: 3 hrs.)

6. Using the budget you prepared previously, determine the proportion of your budget that is spent on each expenditure. State this proportion as a ratio (50:350) and a fraction (50/350 = 1/7), reduced to its lowest terms. (I, ET: 45 min.)

7. Divide students into small groups. Each student should go to a different area bank to find out interest rates and terms for savings and checking accounts. Students should return to their groups with data and determine which bank provides the best benefits for checking and savings accounts. (This information may also be presented to the class.) Students who do not have bank accounts should be encouraged to open accounts based on the information gathered. (I and G, ET: 3-5 hrs.)

**COMPETENCIES 3.04, 3.05, 3.06, 3.14, 3.15, 3.16**

**SAMPLE LEARNING ACTIVITIES**

PB 4 (3.03, 3.15) (CR 4.02, 12.04)
Benchmark Task: Determine metric measurements of liquids and of linear measurements.

(Basic content areas: Multiplication and division, shortcuts for multiplying and dividing 10s, calculation of units of measure, and estimation)

1. Have students become familiar with units of increase and decrease in metric measure. Teacher may also present a comparison between English units of measure and metric units of measure. Teacher should stress the decimal system and should give a chart with the metric prefixes and meanings. (I, ET: 45 min.)

2. Using a ruler or yardstick, have students measure objects in the classroom (e.g., books, desk, table, body parts) in inches, then convert to metric measure (centimeters, millimeters). Students may also measure their height and take their weight and convert these to metrics. (I and G, ET: 30 min.)

3. Have students convert the volume of a soft drink from ounces to milliliters and liters. For example, 12 oz. of soda = 354 milliliters. Students should find how many milliliters in an ounce. Students should then determine which is larger, a liter or a quart. Pour a quart of water into a liter container; pour a liter of water into a quart container - which is larger? (I & G, ET: 15 min.)

4. Have students work on problems involving linear measure. (I, ET: 20 min.)

5. Set up an estimation fair. Have stations where students estimate the length, weight, area, or volume of real objects. Estimates should be given in English and metric measures. Award prizes to students who come closest on their estimations. (G, ET: 2-3 hr.)

PB 5 (3.03, 3.04, 3.05, 3.06, 3.16) (CR 5.04, 9.02, 12.02, 12.03, 12.08)
Benchmark Task: Calculate invoice extensions and totals and amount of discount for early payment. Convert the percentage discount to a fractional part of the invoice total.

(Basic content areas: Multiplying, adding, subtracting decimals; multiplying using percents; converting percents to decimals and fractions)

1. Read/review the sections on "Cash Discounts" and "Determining Due Dates" (Basic Mathematics Review or similar sections in a another resource) and/or related materials. (I, ET: 10 min.)

2. Have students work problems to determine cash discounts and net amounts due, based on: date of invoice, amount of invoice, terms, and date paid. Work a few sample problems on the blackboard. (I and G, ET: 1/2-1 hr.)

3. Give partially complete purchase orders to the students. Have the students calculate unit prices, extended prices, tax and shipping. Give the students the terms and have them figure the amount of discount, if any. (I, ET: 1/2-3/4 hr.)

**COMPETENCIES 3.04, 3.05, 3.06, 3.14, 3.15, 3.16**

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**SAMPLE LEARNING ACTIVITIES**

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**PB 5 (Continued)**

4. Give students a list of supplies to be ordered, blank requisitions, and office supply catalogs. Students are to find the lowest price for all items and fill out requisitions according to what company(ies) they will be ordering from. Students will do extensions, discounts, shipping, and handling. (I and G, ET: 1 1/2 hrs.)

5. Have students bring order forms and catalogs from home. Let each student fill out order forms from a few catalogs. Tell the students that this is practice ONLY. Students will need to do extensions, discounts, if applicable, and add shipping and handling charges. (G, ET: 1-2 hrs.)

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**PB 6 (3.03, 3.05, 3.06, 3.16) (CR 5.04, 5.05, 8.02, 12.02, 12.03, 12.04)**
**Benchmark Task:** Compare prices for a product from two or more advertisements and determine the total difference, the fractional part, and the percentage that the difference represents of the highest selling price. Estimate and then calculate the amount of savings on different quantities of the item if purchased at the lower cost.

(Basic content areas: Comparing numbers (<,>); multiplying, adding, and subtracting decimals; changing decimals to percents and fractions; estimation)

1. Have students bring in store ads and the Sunday newspaper's sales ads. Compare prices for concentrated orange juice (or another product) and determine the total difference in cost between Brand X and Brand Z. Also, figure the cost/oz. and determine which juice is the better value/oz. Which juice costs the most/oz.? Make a chart showing the different prices (total cost and cost/oz.). (G, ET: 1 1/2 hrs.)

2. Using the same product as the problem above, have students determine the fractional difference between the lowest total price and the highest total price. Translate the fractional difference to a percent to find the percentage saved by buying the lower-cost item. Last, state the prices as a ratio, using the highest price as the comparison. Give the savings as a ratio compared to the highest price. (I and G, ET: 1 hr.)

3. After the difference/oz. has been determined, have students figure how much money would be saved if Brand X were purchased instead of Brand Z. Is the total savings equivalent to the saving/oz.? Estimate and calculate the savings on different quantities of the item, if purchased at the lower cost. (I and G, ET: 1 hr.)

4. Have students investigate different life insurance policies. Using the budget students prepared for Benchmark 3, they should determine whether whole life or limited-payment whole life insurance would be more practical. What is the difference in total payments between the two types of whole life policies over a 20-year period on a $25,000 policy. Show the payments as a ratio and a fraction of the total cost. (I, ET: 2 hrs.)

5. Students should visit different automobile dealerships in the area. Have students get price comparisons on two comparable cars (e.g., Nissan Sentra and Ford Escort). What is the percentage difference in the cost of the cars? What would the payments be on

**COMPETENCIES 3.04, 3.05, 3.06, 3.14, 3.15, 3.16**

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## SAMPLE LEARNING ACTIVITIES (Continued)

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PB 6 (Continued)

each car for a 60-month loan? What would be the total amount paid on each car? Students may make oral reports to the class on the results of their "window shopping" trip. (I, ET: in class 2 hrs., out of class 3 hrs. - Total 5 hrs.)

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## RESOURCES

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- Cambridge. Math Skills by Objectives: Book Two
  - Saving and Spending Wisely
- Contemporary. The GED Math Problem Solver: Reasoning Skills
  - Ratio, Proportion, Percent, and Data Analysis
- Globe-Fearon. Improving Math Competencies
  - Shopping at the Supermarket
    - Watch What You Spend
    - Figure Savings
  - Measuring Length: Metric System
    - Linear Measure
- Houghton Mifflin. Mathematics Plus!
  - Insurance and Investment
    - Life and Health Insurance
  - Consumer Business and Technical Application
- New Readers Press. Math Stories: Fractions, Decimals, Percents
- South-Western. Basic Mathematics Review
  - Percentage and Selected Business Topics
    - Discounts
- South-Western. Math Competencies for Everyday Living
- Steck-Vaughn. Basic Essentials of Mathematics: Book Two
  - Percent
    - Finding the Original Price
    - Checking Up: Applying Your Skills
  - Measurement and Formulas
    - Metric Length

**COMPETENCIES 3.04, 3.05, 3.06, 3.14, 3.15, 3.16**

**RESOURCES (Continued)**

Connections: Life Skills & Mathematics
Unit 2 - Fractions
Unit 3 - Decimals
Unit 4 - Ratio and Proportion

Developing Mathematics Skills

**Computer Software**

| | |
|---|---|
| Computer Age Education, Inc. | Money Manager for Apple II computers. |
| Unicorn Educational Software Co. | Fraction Action for Apple, IBM PC, PC Jr., Atari family, C64. (includes catalog of other software) |
| DEGEM Systems. | Everyday Mathematics for IBM compatible, hard disk drive, 640K RAM ($660) |
| Advantage Computing. | Fun with Numbers ($39.95)<br>Math Tutor ($39.95) |
| Microcomputer Workshops Courseware. | Success with Fractions: Adding Fractions ($29.95)<br>Success with Fractions: Dividing Fractions ($29.95)<br>Success with Fractions: Multiplying Fractions ($29.95)<br>Success with Fractions: Subtracting Mixed Fractions ($29.95) |
| Queue. | Survival Math Skills ($240) |

**ADDITIONAL RESOURCES**

## COMPETENCIES 3.04, 3.05, 3.06, 3.14, 3.16

## ADDITIONAL LEARNING ACTIVITIES

# Duty Area: MATHEMATICS

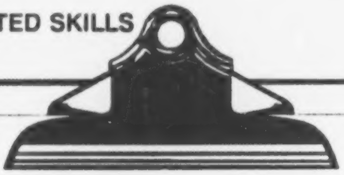
KCBAE Level IIIa

Advanced Level

**COMPETENCIES:**

3.09 Measure geometric shapes, lines, or angles
3.14 Demonstrate estimation and mental arithmetic skills
3.15 Demonstrate basic knowledge of the metric system
3.16 Demonstrate consumer math skills; i.e., banking, cost comparisons, invoices, interest, and wages

## RELATED SKILLS



Mathematics
Science
Health/Wellness
* Technology/Tools 4.02
* Consumer Economics 5.05
Home Management
Family Relationships
Interpersonal/Social
* Self-Management 9.03, 9.04
Employability
Communication
* Thinking 12.02, 12.03, 12.04
Social Sciences
Govt./Citizenship
Cultural Diversity
Community Resources

## PREREQUISITES

Understand basic math skills
Understand basic geometrical applications and formulas
Familiarity with U.S. standard form of measurement
Awareness of consumer and banking processes

## PROGRESS BENCHMARKS

1. Make estimations and check their accuracy
2. Use unit costs to calculate totals and make cost comparisons
3. Calculate costs and outputs for comparison shopping
4. Determine savings with purchase or lease and compare investment earnings
5. Use metric measurements
6. Calculate interest, bank balances, and budgets

## TERMINOLOGY

Terms that students should know or learn as part of this lesson.

Estimate
Budget
Celsius
Average
Balance
Credit
Linear
Metrics
Windfall
Interest rate
Fahrenheit

## REFLECTIONS

Math skills play an integral part in everyday life. A mathematical process is involved in tasks such as preparing a shopping list and planning a budget. Equations, formulas, and functions we learned in school that we thought we'd never use in real life now figure prominently. Utilizing and improving our math skills enhances and increases our chances of success in the home and workplace.

COMPETENCIES 3.09, 3.14, 3.15, 3.16

## SAMPLE LEARNING ACTIVITIES

PB 1 (3.14) (CR 9.03, 9.04)
Benchmark Task: Estimate how many hours are spent each day sleeping, studying, and watching TV. Predict the hours spent in these activities next week. Maintain a log next week of actual hours and determine the accuracy of the estimate.

(Basic content areas: Determining a basis for estimation, calculating averages, judging distances)

1. Estimate how large a scale model of the United States would be if 1" represents 1 mile. (I, ET: 5 min.)

2. Estimate linear distances to several locations on U.S. road map. (I, ET: 30 min.)

3. Estimate the time it will take to reach locations in the U.S. given an average MPH and ideal non-stop driving conditions. (I, ET: 30 min.)

4. Plan an automobile trip of considerable distance (1,000 miles or more) for two people. Estimate:

   *Total time to reach destination. Account for necessary food, fuel, and rest stops.
   *Cost of gasoline based on an average price and mile per gallon capability of vehicle used for the trip.
   *Food costs
   *Cost of lodging

   (I or G, ET: 45 min.)

5. Estimate words per minute reading capability based on a three minute, timed reading exercise. Based on that rate, estimate the time it will take to read selected passages and books. Discuss ways to improve reading rate without decreasing comprehension. (I or G, ET: 1 hr.)

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PB 2 (3.14, 3.16) (CR 12.05, 12.08)
Benchmark Task: Calculate the cost of one cigarette and then estimate the cost of smoking a pack of cigarettes a day for one week, one month, and one year.

(Basic content areas: Unit costs, total costs, cost comparisons, multiplication)

1. Calculate the cost of using a day care center versus a baby sitting service. (I, ET: 30 min.)

2. Compare the price of eating at a restaurant to the price of preparing the same meal at home. (I, ET: 30 min.)

COMPETENCIES 3.09, 3.14, 3.15, 3.16

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SAMPLE LEARNING ACTIVITIES

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PB 2 (Continued)

3. Compare prices on certain items at various stores. Select lowest priced store for shopping and record estimated savings against the highest priced store. (I, ET: 2 hrs.)

4. Estimate the price of entertainment for two people for one evening. Include and compare prices for dining, movies, concerts, athletic events, or any other activity outside of the home. (I, ET: 1 hr.)

5. Plan meals for one week for a family of four. List items necessary for each meal and estimate cost. (I, ET: 1 hr.)

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PB 3 (3.16) (CR 5.06, 12.02, 12.03, 12.04, 12.05)
Benchmark Task: Determine the appropriate air conditioning unit and/or heating unit to cool or heat a home.

(Basic content areas: Gathering pertinent data; calculating cost or efficiency; comparison shopping for appliances or services; calculating with fractions, decimals, and percents; setting up word problems; calculating perimeter and area)

1. Estimate the difference between an oil and filter change done by a service station and one done at home. Find the best price for oil and filter and consult car or store manual for quantities and specifications. (I, ET: 30 min.)

2. Select the best service centers for the following common automobile maintenance procedures: tune up, oil change, lubrication, tire service (rotate and balance), and front end alignment. Base selection on price, service, and convenience. (I or G, ET: 1 hr.)

3. Determine the amount and type of insulation needed to properly insulate your home. Estimate the cost. (I, ET: 30 min.)

4. Determine price on materials for simple to complex home improvement projects. Estimate the money saved by completing the task independently as opposed to hiring a contractor. (I or G, ET: 1 hr.)

5. Given the cost of the most recent monthly bill for a specific utility (gas, water, electricity); estimate this month's or next month's bill. Consider factors such as weather, appliance usage or any other variable that may affect the cost. Discuss and list possible ways to reduce monthly bill. (I, ET: 30 min.)

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PB 4 (3.14, 3.16) (CR 12.02, 12.03, 12.04, 12.05, 12.06, 12.08)
Benchmark Task: Call an automobile dealer to get the cost of leasing a car. State the basic yearly cost and determine the total cost for a three-year lease if 50,000 miles per year is driven.

COMPETENCIES 3.09, 3.14, 3.15, 3.16

SAMPLE LEARNING ACTIVITIES

PB 4 (Continued)

(Basic content areas: Cost comparisons, investment strategies, word problems)

1. Assuming a $20,000 windfall, select best long-term investment strategy. (I or G, ET: 30 min.)
2. Find the cheapest mode of transportation for a journey of considerable distance. Compare prices on plane tickets, bus, train, and car rental fares, and overall expense of making the trip in a privately owned vehicle. (I or G, ET: 45 min.)
3. Select a college, vocational, technical, or specialized school based on career plans or interests. Take into account factors such as tuition, financial aid, program of study, placement service, and location. (I or G, ET: 1 hr.)
4. Develop a transportation alternative plan (bus, carpool, other) to get to and from daily destinations. Weigh expenses such as fares and shared fuel costs against the costs of driving alone. (I or G, ET: 45 min.)
5. Select ideal home or rental property based on price, location, neighborhood, schools, and other factors. Calculate price of home and how much you would have to earn each year, including all other bills, to live there comfortably. (I, ET: 1 hr.)

PB 5 (3.09, 3.15) (CR 4.02)
Benchmark Task: Use a metric ruler and measure objects, giving answers in centimeters and then millimeters.

(Basic content areas: Metric system; conversion of volume, area, distance, temperature, and weight to metrics)

1. Record your weight, height, and other bodily measurements in metric form. (I, ET: 5 min.)
2. Convert standard temperatures to Celsius. (I, ET: 10 min.)
3. Convert known distances (local, national, international, galactical) from U.S. standard measurements to metric scale. (I, ET: 20 min.)
4. Calculate the area of a room, house, or other enclosed structure in metric measurement. (I, ET: 10 min.)
5. Convert liquid volume capacity of a household appliance, container, or fixture (water heater, washer, bathtub, sink, coffee pot, water bed) from U.S. standard measure to its metric equivalent. (I, ET: 10 min.)

COMPETENCIES 3.09, 3.14, 3.15, 3.16

SAMPLE LEARNING ACTIVITIES

PB 5 (Continued)

6. Given the metrical capacity of an automobile gas tank, calculate the kilometers per liter rate in contrast to miles per gallon in U.S. standard measurement. (I, ET: 5 min.)

PB 6 (3.16) (CR 5.05, 12.04, 12.08)
Benchmark Task: Given the principal, interest rate, and length of the loan, calculate interest paid on a loan.

(Basic content areas: Calculating interest, budgeting, estimating costs, reconciling bank statements)

1. Prepare a weekly shopping list of groceries and other household necessities. Estimate price of each item then estimate total cost including sales tax. Compare estimate to actual receipt. (I or G, ET: 15-20 min.)

   SUB TASK: Collect discount coupons from newspaper or other source. Estimate total savings when coupons are used.

2. Calculate interest earned in a savings account (actual or imaginary figure) compounded at the interest rate and schedule of one or more banks. (I, ET: 15 min.)

3. Prepare a weekly and/or monthly budget based on income or wages. (I or G, ET: 45 min.)

4. Select the most practical and least expensive credit card based on interest, fees, and other services. Support choice with imaginary purchases and compare with rival cards. (I, ET: 30 min.)

5. Given a bank statement and cancelled checks at the end of the month, balance checkbook to match statement. (I, ET: 1 hr.)

RESOURCES

| | |
|---|---|
| Houghton Mifflin. | American Heritage Dictionary |
| Knight Ridder Publications. | Lexington Herald Leader |
| Dale Seymour Publishers. | Computational Estimation II |
| Rand McNally. | Road Atlas of the United States |
| Contemporary. | Pre-GED Mathematics & Problem Solving Skills Book II |

## COMPETENCIES 3.09, 3.14, 3.15, 3.16

## RESOURCES (Continued)

| | |
|---|---|
| Delmar Publishers, Inc. | Mathematics for Careers<br>Measurement and Geometry |
| Glencoe. | Mastering Essential Mathematics Skills |
| Steck-Vaughn. | Working with Numbers: Consumer Math |
| South-Western. | Study Guide for Solving: Algebraic Word Problems<br>Basic Mathematics Review |

### Computer Software

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|---|---|
| Advantage Computing. | Amortize ($39.95)<br>Charge ($39.95)<br>Financial Programs ($39.95) |
| KY-SETTC. | Bill's Drills ($3) |

## ADDITIONAL RESOURCES

## ADDITIONAL LEARNING ACTIVITIES

# Duty Area: MATHEMATICS

Advanced Level

KCBAE Level IIIb

**COMPETENCIES:**

3.12 Interpret scale drawings
3.13 Interpret and use statistics
3.14 Demonstrate estimation and mental arithmetic skills
3.17 Interpret maps, graphs, tables, and charts

## RELATED SKILLS

Mathematics
Science
Health/Wellness
* Technology/Tools 4.01, 4.02
Consumer Economics
Home Management
Family Relationships
* Interpersonal/Social 8.02
Self-Management
Employability
* Communication 11.10, 11.11
* Thinking 12.03, 12.04, 12.05
* Social Sciences 13.06
Govt./Citizenship
Cultural Diversity
Community Resources

## PREREQUISITES

Recognize geometrical concepts and formulas
Understand basic algebra
Possess reading, writing, and communication skills

## PROGRESS BENCHMARKS

1. Draw a map to scale
2. Analyze, graph, and interpret data
3. Apply ratio and proportion to change dimensions to scale
4. Change size maintaining proportions to scale
5. Calculate probability
6. Analyze sample data to infer characteristics of larger groups

## TERMINOLOGY

Terms that students should know or learn as part of this lesson.

Scale
Traverse
Graph
Combination
Random sample
Descriptive statistics
Inferential statistics
Representative sample
Terrain
Data
Permutation
Survey
Proportion
Probability
Pictograph
Law of Probability

## REFLECTIONS

Mathematics is the universal language. A mathematical process is involved in most tasks--common or complex. As the world becomes more technologically demanding, an understanding of mathematical principles is required in nearly every vocation. High proficiency in math ensures one a definite advantage in the job market.

**COMPETENCIES 3.12, 3.13, 3.14, 3.17**

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## SAMPLE LEARNING ACTIVITIES

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PB 1 (3.12, 3.14) (CR 4.02, 12.05, 13.06)
Benchmark Task: Draw a map showing your home location in relation to another known location. Draw the map to scale. Show the scale and use a legend to identify features or terrain.

(Basic content areas: Geographical map features, map legends and distance scales, scale drawings, grid maps, using a protractor, geographical directions and markers)

1. Locate cities, state, countries, and geographical features on a map. (I, ET: 5 min.)
2. Determine distance between points on map using a scale. (I, ET: 5 min.)
3. Plot points on a grid map using protractor. (I, ET: 30 min.)
4. Find Kentucky on the weather map. Using data supplied in legend, write a paragraph describing the approximate forecast and weather conditions for that day. (I and G, ET: 1 hr.)
    *Identify all major cities on the National Weather Map and give weather conditions within 100-mile radius of each city.
    *Identify and write a paragraph describing any other major weather patterns in the country.
5. Give directions from a distant city in another state to your present location. Include all roads, directional information, time zones, states, and geographical occurrences that are traversed. (I or G, ET: 1 hr.)

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PB 2 (3.17) (CR 4.01, 11.11, 12.03, 12.05, 12.08)
Benchmark Task: Conduct a survey to sample a population with respect to a particular issue. Analyze graphs and interpret the data.

(Basic content areas: Using graphs and charts to display data; interpreting data on maps, charts, graphs, and schedules)

1. Recognize 4 most common types of graphs and how they are used. Write a paragraph describing each graph. (I or G, ET: 1 hr.)
2. Interpret data from bus, plane, or train schedule. (I or G, ET: 1 hr.)
3. Interpret data from U.S. mileage chart. Estimate mileage for a round trip of considerable distance computing mileage from point to point. (I or G, ET: 45 min.)
4. Interpret and analyze data from an informational map. (I or G, ET: 30 min.)

**COMPETENCIES 3.12, 3.13, 3.14, 3.17**

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**SAMPLE LEARNING ACTIVITIES**

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**PB 2 (Continued)**

5. Interpret and analyze data from existing line graphs, bar graphs, pictographs, and pie graphs. (I or G, ET: 30 min.)

6. Collect data and information and display it using a pie or circle graph. (I or G, ET: 1 hr.)

7. Using the information from # 6, prepare a:

    *line graph
    *bar graph
    *pictograph

    (I or G, ET: 2 days)

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PB 3 (3.12) (CR 12.01, 12.05, 12.08)
Benchmark Task: Enlarge a picture retaining its proportions and explain the methods followed.

(Basic content areas: Ratio and proportion; enlarging or reducing to scale; formula application for area, perimeter, circumference, and volume)

1. Identify objects or areas in scale drawings by their geometric shape. (I or G, ET: Immediate)

2. Demonstrate knowledge of formulas used to determine area, perimeter, circumference, and volume of particular geometric shapes in a scale drawing. (I or G, ET: 45 min.)

3. Interpret the three-dimensional size and shape of an object from a two-dimensional blue print or technical drawing. Use a scale if needed. (I or G, ET: 1 hr.)

4. Using a photograph of an object or person of known dimensions, explain the method and formula used to calculate the dimensions of different objects photographed under the same conditions. (I or G, ET: 1 hr.)

5. Prepare a scale drawing of a house floor plan. (I, ET: 2 hrs.)

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PB 4 (3.12, 3.13, 3.14) (CR 12.04, 12.05, 12.08)
Benchmark Task: Given the size of a flower bed in square yards, estimate the number of flowers in a flower bed by counting the flowers in a square foot.

(Basic content areas: Converting from smaller to larger units of measure, measuring, estimating capacity and materials)

**COMPETENCIES 3.12, 3.13, 3.14, 3.17**

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**SAMPLE LEARNING ACTIVITIES**

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PB 4 (Continued)

1. Estimate age in days. (I, ET: 5 min.)
2. Estimate the number of bricks on a building by counting the bricks on a small section of the building. (I, ET: 5-10 min.)
3. Given the area in square feet of the smallest room in a house, estimate the size of other rooms in a house. Measure the rooms to verify the accuracy of the estimate. (I, ET: 10 min.)
4. Estimate monthly payment on an actual appliance or luxury item. Estimate money that needs to be saved each week to meet the monthly payment. Calculate how much interest is paid on the same product in a year's time. (I, ET: 5-10 min.)
5. Estimate yield of a small garden plot consisting of two or more vegetable varieties. Use yield per plant information on back of seed packet as reference for overall number. (I, ET: 15 min.)

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PB 5 (3.13) (CR 12.04, 12.05, 12.08)
Benchmark Task: After opening 10 boxes of Cracker Jacks, use the law of probability to determine how many boxes of Cracker Jacks would need to be purchased to collect four different toys.

(Basic content areas: Combinations and permutations, probability)

1. Given the yearly trend in U.S. population growth, predict probable U.S. population for future years. (I, ET: 10 min.)
2. Given the schedules and box scores of previously played ball games, predict the outcome and probable scores of future games. (I or G, ET: 30 min.)
3. Given the odds on a horse race, select possible combinations to win, place, and show and determine amount that could be won with specific wagers. (I or G, ET: 30 min.)
4. Calculate the probability of winning any particular lottery game and discuss if it is really a wise investment. (I, ET: 10 min.)
5. Given the number of total tickets sold, calculate the probability for winning the lottery with the purchase of 3 tickets. (I, ET: 10 min.)

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COMPETENCIES 3.12, 3.13, 3.14, 3.17

## SAMPLE LEARNING ACTIVITIES

PB 6 (3.13) (CR 4.01, 8.02, 8.04, 11.10, 12.04, 12.07)
Benchmark Task: Classify a group of people according to general characteristics (i.e., weight, height, gender, educational level). Graph the results. Use this data to estimate probability. Example: What is the probability that a similar group of 10 people will have a person over 6 ft. tall?

(Basic content areas: Number combinations and permutations, probability, descriptive and inference statistics)

1. Find as many number combinations as possible on any ordinary die. These combinations can consist of the number itself, even numbers, prime numbers, numbers divisible by 2, etc. Represent in fractional form, the probability that each of these combinations will appear face up after rolling the die. Use a chart to record your results. (I, ET: 1 hr.)
2. Given an ordinary deck of cards, use the combinations of number value, face value, character (KQJA), suit and color to calculate the probability of each combination being drawn from a shuffled deck. Chart your results. (I or G, ET: 2 hrs.)
3. Conduct a survey using a representative sample. Use a topic of general interest such as the popularity of a certain TV program, movie or actor; sports team or athlete; politician or political issue. Record and graph your results. (I or G, ET: 2 days)
4. Conduct a survey using a random sample. Use the same topic of general interest used above in the representative sample. Compare the results of both surveys. Which sample is more accurate in regard to total population? Write a brief paper explaining your methods and defending your choice. (I or G, ET: 2 days)
5. Conduct a survey. Choose a general topic of interest concerning your class, neighborhood, city or town. Prepare a questionnaire consisting of straightforward, unbiased questions. Conduct the survey by phone or personal interview. Graph the results and write a brief paper explaining and supporting the purpose, methods, and results of the survey. (G, ET: 6 days--2 preparation and 4 execution)

## RESOURCES

| | |
|---|---|
| Cambridge. | Pre-GED Math |
| Contemporary. | Pre-GED Mathematics and Problem Solving Skills Book 2<br>Breakthroughs in Mathematics and Problem Solving Skills Book 2<br>Number Power 4 - Geometry<br>Number Power 5 - Graphs, Tables, Schedules, & Maps<br>Number Power 7 - Problem Solving<br>Number Power 8 - Analyzing Data |
| Rand McNally. | Road Atlas |

## COMPETENCIES 3.12, 3.13, 3.14, 3.17

## RESOURCES (Continued)

| | |
|---|---|
| Gannet Press. | Lexington Herald Leader Newspaper |
| New Readers Press. | Algebra: Level 3 |
| Lakeshore Lifeskills. | Visualized Geometry<br>Understanding Measurement<br>Finding Area and Perimeter<br>Working with Circles and Volume<br>Fearon's Basic Math Test |
| South-Western Publishing Co. | Percentages<br>Fractions |
| Steck-Vaughn. | Working with Numbers: Algebra |

### Computer Software

| | |
|---|---|
| Advantage Computing. | Bar Graphs ($39.95)<br>Fun with Numbers ($39.95) |
| DEGEM Systems. | Everyday Mathematics ($660) |
| GAMCO Industries, Inc. | Perimeter, Area, & Volume ($37.95) |
| Davidson and Associates. | What's My Angle: Geometry ($35) |

## ADDITIONAL RESOURCES

## COMPETENCIES 3.12, 3.13, 3.14, 3.17

## ADDITIONAL LEARNING ACTIVITIES

# Duty Area: MATHEMATICS

KCBAE Level IIIc

Advanced Level

**COMPETENCIES:**

- 3.06 Solve word problems
- 3.07 Apply equations or formulas to solve problems
- 3.09 Measure geometric shapes, lines, or angles
- 3.10 Calculate linear dimensions, volume, and area
- 3.17 Interpret maps, graphs, and charts

## RELATED SKILLS

Mathematics
Science
Health/Wellness
* Technology/Tools 4.02
* Consumer Economics 5.04
Home Management
Family Relationships
Interpersonal/Social
Self-Management
Employability
Communication
* Thinking 12.03, 12.04, 12.05
Social Sciences
Govt./Citizenship
Cultural Diversity
Community Resources

## PREREQUISITES

Beginning Mathematics
Intermediate Mathematics

## PROGRESS BENCHMARKS

1. Solve word problems based on distance, rate, and time
2. Solve word problems using formulas for volume and area
3. Calculate area, perimeter, circumference, sq. ft, sq. yd., and cu. ft.
4. Use formulas to calculate percentages and interest
5. Evaluate credit plans and mortgage interest rates
6. Calculate distances, and angles using formulas

## TERMINOLOGY

Terms that students should know or learn as part of this lesson.

Interest
Perimeter
Budget
Acute angle
Right angle
Fixed interest
Mortgage
Circumference
Supplementary angle
Compound interest
Volume
Pythagorean Theorem
Complementary angle
Area
Shape
Obtuse angle
Straight angle

## REFLECTIONS

Students use math and its concepts to better themselves and their families. Mathematical skills are important in everyday life. Learning activities completed in these lessons help students see how mathematical concepts apply to daily living. Students use mathematical formulas to solve such problems as determining the amount of carpet to buy or finding the time to travel to a selected destination.

COMPETENCIES 3.06, 3.07, 3.09, 3.10, 3.17

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SAMPLE LEARNING ACTIVITIES

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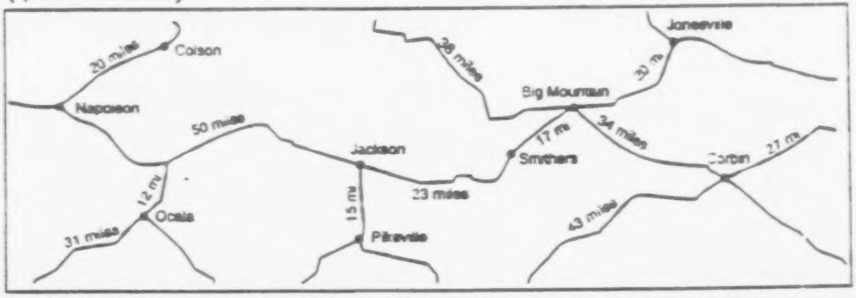
PB 1 (3.06, 3.07, 3.17) (CR 4.02, 12.04, 12.05, 12.08, 13.06)
Benchmark Task: Measure distances on a map and solve word problems about travel determining time, rate or distance.

(Basic content areas: Reading a map; using a map mileage scale; determining distance, time traveled, and full cost; explaining math calculations)

1. Tell students that they are driving from Napoleon to Corbin. Using the map below, students find:
    a) the distance they must drive.
    b) the number of gallons of gasoline used if the car traveled at 22 miles per gallon.
    c) the time for travel if they averaged 50 mph.
    (I, ET: 45 min.)



2. Break the students into groups of 4 or 5. Give each group an official Department of Highways road map. Using the mileage chart on the map, the students figure:
    a) the distance from Covington to Paducah.
    b) the length of time for the trip if the average speed is 50 mph.
    (G, ET: 30 min.)

3. Mary Jane planned a trip through Kentucky. She traveled from Covington to Louisville, Louisville to Paducah, Paducah to Bowling Green, Bowling Green to Lexington, Lexington to Covington, and averaged 50 mph. Tell students to chart the distance to each city and to determine the amount of time traveled. (I, ET: 10 min.)

4. Divide the students into groups of 4 or 5. Instruct the students to plan a vacation through the state of Kentucky. Direct the students to use the scale on the map to measure the distance from city to city. Tell students to convert the distances to total mileage and to write a paragraph explaining the answer to this problem. (G, ET: 45 min.)

5. Jeff took an 800-mile trip. He used 28 gallons of gasoline and paid $1.05 per gallon. Ask students to find Jeff's cost per mile for gasoline. Instruct the students to write a paragraph explaining the solution to this problem. (I, ET: 10 min.)

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**COMPETENCIES 3.06, 3.07, 3.09, 3.10, 3.17**

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**SAMPLE LEARNING ACTIVITIES**

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PB 2 (3.06, 3.10) (CR 12.04, 12.05, 12.08)
Benchmark Task: Given dimensions of a cylindrical tank and a rectangular tank, compare the storage capacity (volume).

(Basic content areas: Applying formulas; working with exponents and square roots; calculating and comparing volume or capacity of cylinders, squares and rectangles)

1. Complete practice exercises applying formulas to calculate perimeter, area, and volume (Basic Review: Geometry and Algebra or similar resource). (I, ET: 3 hrs.)
2. Complete practice exercises working with exponents and square roots (Number Power: Algebra or similar resource). I, ET: 3 hrs.)
3. Have a student bring to class a can, a bag and a box. Ask the class to compare the capacities among the articles. (G, ET: 15 min.)
4. Ask students to compare the number of round bales to the amount of square bales of hay a wagon will hold if the wagon holds a certain capacity. (ET: G, 15 min.)
5. How much fertilizer does a gardener need to cover a garden 50 ft. long by 14 ft. wide? Ask students to explain the solution to this problem. (I, ET: 15 min.)
6. Tell students to solve this problem: Jim cut a 9-inch square of fudge into 1-inch squares. How many pieces of fudge did he make? (I, ET: 5 min.)
7. Ask the class to compare the volume of a silo 10 ft. in diameter by 20 ft. high to a storage bin that is 24 ft. long by 7 1/2 ft. wide by 10 ft. high. Direct the students to explain the answer. (I, ET: 15 min.)

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PB 3 (3.06, 3.09, 3.07, 3.10) (CR 12.04, 12.05, 12.08)
Benchmark Task: Measure the dimensions of geometric figures; estimate and then calculate the area, perimeter or circumference.

(Basic content areas: Measuring angles and lines; estimating size or distance; calculating area, perimeter, and circumference; determining quantity of materials needed for tasks; explaining calculations)

1. Have students determine how much paint they would need to paint a silo having a 12 ft. diameter and a 32 ft. height. (I, ET: 15 min.)
2. Have students draw a floor plan of their home. Ask the students to calculate their total floor space. Instruct the students to chart the cost of covering their floors with different materials. (I, ET: 45 min.)

**COMPETENCIES 3.06, 3.07, 3.09, 3.10, 3.17**

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**SAMPLE LEARNING ACTIVITIES**

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PB 3 (Continued)

3. Give students the dimensions of a room. Have students determine the amount of material needed to refinish the room with:
    a) paint.
    b) wallpaper.
    c) combination of paint and wall paper.

4. Direct students to solve this problem: A culvert pipe 22 ft. long and 12 ft. in diameter will replace how many cu. ft. of earth? (I, ET: 10 min.)

5. Instruct students to solve this problem: A dining room floor is 12 ft. wide by 14 ft. long. How much will it cost to have the floor sanded at $1.50 a sq. yd.? Ask students to explain the answer. (I, ET: 20 min.)

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PB 4 (3.06, 3.07) (CR 5.04, 12.03, 12.04, 12.05, 12.08)
Benchmark Task: Applies accounting formula (Assets - Liabilities = Proprietorship) to determine net worth.

(Basic content areas: Budgeting, checking accounts, interest calculations, determining net worth)

1. Explain components of a budget and how to prepare a budget. Break students into small groups and instruct them to prepare a family budget. (G, ET: 30 min.)

2. Ask students to use the family budget to prepare a circle graph. (I, ET: 30 min.)

3. Divide the students into groups of 4 or 5. Have the groups discuss checking and savings accounts and how these are used. (G, ET: 20 min.)

4. Explain what is meant by interest and how the formula I = PRT is used. Show the students examples. (I, ET: 15 min.)

5. Direct the students to solve this problem: You have a balance of $500 in a savings account. If the saving account earns 5% interest compounded quarterly, what would be the balance after one year? Ask the students to explain how they arrived at the answer. (I, ET: 15 min.)

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PB 5 (3.06, 3.07) (CR 5.04, 12.04, 12.05, 12.08)
Benchmark Task: Calculate interest on credit card purchases.

(Basic content areas: Finance charges, interest calculations, credit cards, home mortgages, variable and fixed interest rates, calculation of percentages)

COMPETENCIES 3.06, 3.07, 3.09, 3.10, 3.17

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SAMPLE LEARNING ACTIVITIES

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PB 5 (Continued)

1. Divide students into groups of 4 or 5. Explain the use of a credit card and how the finance charge is paid. Give examples. (G, ET: 30 min.)

2. Break students into groups of 4 or 5. Contact real estate agents to find out current mortgage interest rates. Discuss the differences between fixed and variable rate mortgages. Determine the interest paid over the life a 30-year mortgage on a house for sale in the community. (G, ET: 30 min.)

3. John bought a house for $59,900. He had a $5,000 down payment. He financed the balance at 6 3/4% interest for 20 years. Direct students to determine how much he paid for the house. (I, ET: 15 min.)

4. Tell students to solve this problem: Tim has a balance of $3,000 on his credit card. The interest rate on the card is 14% a year. If he pays $1,500 and charges another $2,000, what will his interest charge be? (I, ET: 15 min.)

5. Direct students to find the solution to this problem: Carol has a credit card from Penney's. The interest rate is 16.2%. If Carol makes payments of $420 a month, how much interest would be charged for one year? (I, ET: 15 min.)

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PB 6 (3.06, 3.07, 3.09) (CR 12.04, 12.05, 12.08)
Benchmark Task: Given the distance from one base to the next on a baseball field, apply the Pythagorean Theorem to determine the distance from second base to home plate.

(Basic content areas: Pythagorean Theorem, applying formulas, calculating the length of the sides of a triangle, determining angles of a triangle)

1. Ask students to solve this problem and to express the answer in simplest form. If Bill walked 3 miles west and 5 miles north, find the shortest distance from starting to ending point. (I, ET: 15 min.)

2. Instruct students to explain how they calculate the answer to this problem: A ramp leads to a loading dock that is 6 ft. above ground. The ramp is 10 ft. from the end of the dock. Approximately how long is the ramp? (I, ET: 15 min.)

3. Break students into groups of 4 or 5. Have the students explain the formula for the slope of a line and give examples of when to use the formula. (G, ET: 30 min.)

4. Divide students into groups of 4 or 5. Explain the formula for determining the angles of a triangle. Tell students to explain when this formula would be used. Discuss different types of angles including complementary and supplementary angles. (G, ET: 40 min.)

**COMPETENCIES 3.06, 3.07, 3.09, 3.10, 3.17**

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## SAMPLE LEARNING ACTIVITIES

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PB 6 (Continued)

5. Have students divide into groups of 4 or 5. Explain the Pythagorean Theorem and how it is used in everyday life. Give examples. (G, ET: 30 min.)

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## RESOURCES

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Contemporary.

1) Critical Thinking with Math
2) The GED Math Problem Solver
3) The Number Power Series
    - Number Power 3: Algebra
    - Number Power 4: Geometry

**Workbooks**

Fearon/Janus/Quercus.

Practical Arithmetic Series:

a) Money Makes Sense
b) Buying with Sense
c) Using Dollars and Sense
d) Working Makes Sense
e) Money Management Skills
f) Budgeting and Spending Skills
g) Paying with Cash
h) Paying with Promises

Glencoe.

Essential Mathematics for Life
a) Basic Review-Geometry and Algebra, Book 4
b) Percents, Graphs, and Measurement, Book 3

Lakeshore Lifeskills.

1) Key to Algebra Skillbook Series
2) Key to Geometry Skillbook Series
3) The Vocational Math Series

Steck-Vaughn.

GED Series
1) Working with Numbers-Algebra
2) Working with Numbers-Consumer Math
3) Developmental Skills Series-Math
4) Connections: Life Skills & Mathematics
5) Developing Math Skills

**COMPETENCIES 3.06, 3.07, 3.08, 3.10, 3.17**

**RESOURCES (Continued)**

**Computer Software**

| | |
|---|---|
| Britannica Software. | Algebra I ($55.95) |
| Davidson & Associates, Inc. | 1) What's My Angle: Geometry ($35.00)<br>2) Alge-Blaster $34.95 |
| Queue. | Survival Math Series (Math around the home, on the job, shopping) ($240.00) |

**ADDITIONAL RESOURCES**

**ADDITIONAL LEARNING ACTIVITIES**

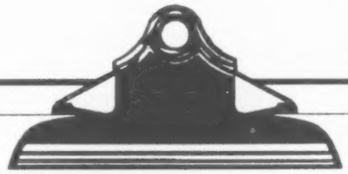
# Duty Area: COMMUNITY RESOURCES

Beginning Level

**COMPETENCIES:**

16.01 Identify and access community resources
16.02 Demonstrate knowledge of transportation options and how to use them

## RELATED SKILLS



- Mathematics
- Science
- * Health/Wellness 2.02, 2.03
- Technology/Tools
- Consumer Economics
- * Home Management 6.05
- Family Relationships
- Interpersonal/Social
- * Self-Management 9.06
- * Employability 10.01
- * Communication 11.11
- * Thinking 12.03
- Social Sciences
- Govt./Sciences
- Cultural Diversity
- Community Resources

## PREREQUISITES

Reading for facts and information;
Communicating verbally
Taking notes and making lists
Developing telephone skills

## PROGRESS BENCHMARKS

1. Identify sources of emergency help
2. Use directories to locate local governmental assistance offices
3. Identify and access community transportation systems
4. Locate and describe local service agencies for health, drug abuse, crime victims, and shelter
5. Locate and access information from governmental offices
6. Identify local festivals, exhibits, and fine arts productions

## TERMINOLOGY

Terms that students should know or learn as part of this lesson.

Directory
Government
Emergency
Departments
Yellow pages tax
White pages
Non-profit
Agency
Matrix
Resources
Organizations

## REFLECTIONS

The vast array of social service agencies, both government and private, opens up opportunities for individuals who know what resources are available and how to use these services. The same array of resources confuses and frustrates the individual who does not know how to access resources. Knowing how to get information about services available in a community and how to use that information represents an essential skill for every adult learner.

## COMPETENCIES 16.01, 16.02

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## SAMPLE LEARNING ACTIVITIES

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PB 1 (16.01) (CR 2.02, 2.03)
Benchmark Task: Locate and make a list of phone numbers for emergency help; i.e., ambulance, police, hospital emergency room, physician, abuse sanctuaries, fire station, Department of Emergency Services.

(Basic content areas: Using the telephone, locating information in the phone book and directories)

1. Write phrases on 3 X 5 cards that describe emergency situations; i.e., fire in home; husband threatens to kill you; child bitten by dog; tree down on power lines. In pairs or small groups, read an emergency situation to other students. Write additional cards if new ideas surface. (I & G, ET: 20 min.)

2. Using your situation cards, discuss who would call in that situation (911 might be the answer to most emergencies). On each card write the name of the agency you would call: fire, police, hospital, social services. (I & G, ET: 20 min.)

3. Find the phone numbers. Have students look on the front page of a local phone book to locate emergency numbers. Use the yellow pages for doctors, hospitals, and emergency road service. Write appropriate phone numbers on the situation cards. Each student could take part of the cards. Discuss any situations where students had difficulty finding a phone number. (I, ET: 15 min.)

4. Have someone from the 911 service talk to the class about appropriate situations for calling 911 and about situations when it makes sense to call directly a doctor, abuse shelter or poison center. (G, ET: 30 min.)

5. Make a list of emergency numbers to place at home near the phone or put numbers in an address book or on a rolodex. (I, ET: 15 min.)

6. Role play calling for help in an emergency situation. Discuss: Did they know the agency to call? What information to give? Where to find a number if they needed to look for one? (G, ET: 30 min.)

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PB 2 (16.01) (CR 10.01)
Benchmark Task: Identify, locate, and access local resources for government and public assistance programs; i.e., social security, food stamps, employment services, legal services, food banks, day care.

(Basic content areas: Governmental assistance program purposes and local offices, use of directories and the telephone to locate information)

1. Brainstorm and list services that the government provides. List services under categories of city or local government, county, state or federal. The list could be quite long including everything from road work to food stamps. List should also be categorized by type of service; e.g., maintenance, social service, day care. (G, ET: 45 min.)

**COMPETENCIES 16.01, 16.02**

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**SAMPLE LEARNING ACTIVITIES**

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PB 2 (Continued)

2. Use the phone book to find listings of government offices. Discuss how to find various listings under the name of city, name of county; Kentucky, State of; U.S. Government. (I, ET: 15 min.)

3. Find a listing about which you are curious. Role play making a call to ask for information about the services provided by a particular government office. (G, ET: 15 min.)

4. Have each student make a least two phone calls asking for information from agencies they know little about. Create a form for recording information. Have students take notes and report to the class what they learned from their phone calls. (I & G, ET: 30 min.)

5. Play a "Jeopardy" type game with the class. Name an agency or department of government; i.e., Department for Social Insurance. Students should answer with a question; such as, Where do I go to apply for food stamps? (G, ET: 30 min.)

6. Create a file listing name, address, phone number of various agencies and services they provide. Files could be contributed to a class "file box" or set up on the computer. (I\G, ET: 1 hr.)

7. Invite a representative from the Department for Employment Services or Department for Social Insurance to speak about the services they offer and explain the "One-Stop Shopping Concept" (which is the trend in social services) and how this concept will affect the local community. (G, ET: 30 min.)

8. Invite a representative from a local Family Resource Center or a local child care resource and referral to explain their services. (G, ET: 30 min.)

9. Locating adequate child care takes careful checking of child care facilities, level of care offered, and costs. Complete PB 2, Activity 9, Attachments A and B, to examine available child care services. (I, ET: 1 hr. 30 min.)

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PB 3 (16.02)
Benchmark Task: Identify, locate and determine how to access types of public transportation available in your community.

(Basic content areas: Types of transportation, reading of transportation schedules, making reservations or scheduling transportation)

1. List all means of public transportation available in your community. (Note: In rural areas students will need to expand to transportation outside the local area to include bus service). (I, ET: 5 min.)

2. Use the yellow pages to check for listings under any of the modes of transportation listed above. Share the results with the class. (I & G, ET: 10 min.)

**COMPETENCIES 16.01, 16.02**

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**SAMPLE LEARNING ACTIVITIES**

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PB 3 (Continued)

3. Find out about rates for various types of public transportation by calling to ask for rate information and how to make a reservation. Share your findings with the class. (I & G, ET: 15 min.)

4. Obtain a bus schedule if there is a local bus system or a schedule from Greyhound if you are in a rural area. Practice reading the schedule with the class. (G, ET: 20 min.)

5. Calculate and compare costs of various modes of transportation. Taking the bus to work versus driving a car. (I/G, ET: 15 min.)

6. Write down odometer readings and learn how to calculate mileage from home to school or work. (I, ET: 10 min.)

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PB 4 (16.01) (CR 9.06, 11.11)
Benchmark Task: Locate and determine how to access nonprofit service organizations in your community: services for crime victims, health services, emergency assistance providers, recreation, shelters, food banks, self-help groups, drug and alcohol abuse services.

(Basic content areas: Locating information, researching services, using the telephone, arranging interviews to secure information)

Note: In some areas there might be an Inter-agency Council, Ministerial Alliance or some network of service providers that has put together a directory of non-profit service providers; the Department for Social Insurance might also have such a directory. The teacher should obtain the directory for the class to use as a reference.

1. List the names of all the non-profit organizations, service clubs and nongovernmental social service providers in your community. Check yellow pages to add to your list. Ask friends and relatives to add names to the list. (I, ET: 30 min.)

2. Write the name of each group identified on a 3 X 5 card. Divide the cards up among the students for a research assignment. Contact groups by phone to find out what services they provide. Make notes on the cards. (I, ET: Depends on number of groups each contacts 30 min.-1 hr.)

3. Collect pamphlets, brochures, and written materials from as many organizations as possible to have on display in the classroom. (I, ET: Ongoing activity)

4. Make an oral presentation to the class about one of the agencies you researched. (I & G, ET: 10 min. per student)

5. Invite a speaker from a resource and referral service or a Family Resource Center to explain their services and what other agencies have to offer. (G, ET: 30 min.)

**COMPETENCIES 16.01, 16.02**

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**SAMPLE LEARNING ACTIVITIES**

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**PB 4 (Continued)**

6. Add information about the agencies researched by the class to the computer files or 3 X 5 card file that can be retained as a class resource directory. (See PB 2, Activity 6) (I & G, ET: 1 hr.)
7. If no current directory of services exists for the community, the class could create one and make copies for distribution. (G, ET: 5-6 hrs.)
8. Make a chart or matrix of services available and what agencies offer those services. (G, ET: 2-2 hrs. 30 min.)

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PB 5 (16.01) (CR 6.05, 9.06)
Benchmark Task: Locate and determine how to access information from governmental sources in the community: obtaining birth/death certificates, marriage licenses, deeds, wills, driver's licenses, voter registrations, car licenses, local laws, and ordinances.

(Basic content areas: Locating information, determining appropriate offices for services in local courthouse, information on local laws and law enforcement)

1. Present the class with "To Do" Cards stating such needs for obtaining information as the following: Get a copy of your birth certificate; get an application for a driver's license; register to vote; get a copy of the pet control ordinance. Have students read their task aloud and discuss as a group where each person would go to find the information. (G, ET: 15 min.)
2. Visit the appropriate government office and get the necessary form or document. Explain to the clerk the nature of the class project in order to get one or more blank forms to bring back to class. (I, ET: 1 hr.)
3. Share information with the class in oral report form: Where you went, what you brought back, and what you learned. (I & G, 1 hr.)
4. Practice filling out voter registration cards, applications for birth certificates, or other forms. (I, ET: 30 min.)
5. Take a field trip to the county court clerk's office to learn about records kept and procedures for obtaining information. (G, ET: 1 hr.)
6. Make a map showing the location of various government offices and a key explaining the types of information each office provides. (I, ET: 2 hrs.)

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PB 6 (16.01) (CR 9.06, 11.11, 12.03)
Benchmark Task: Research local festivals or city celebrations, craft exhibits, music or theatrical productions. Prepare an outline by season of the year showing each event and a brief description.

## COMPETENCIES 16.01, 16.02

## SAMPLE LEARNING ACTIVITIES

**PB 6 (Continued)**

(Basic content areas: Using the telephone and directories, communicating (oral and written) with local community persons, organizing information)

1. Call the local tourism commission or chamber of commerce to ask for information on festivals, arts and crafts exhibits, theatrical productions or musical events. (I, ET: 10 min.)
2. Write a letter to the local tourism commission requesting information on specific events. (I, ET: 30 min.)
3. Call local colleges or universities to get schedules of events from art and drama departments. (Practice role playing calls as a group before making actual calls.) (I & G, ET: 1 hr.)
4. Visit local tourism commission, city hall, or local information center to collect brochures and flyers about local events. (I/G, ET: 1 hr.)
5. Make an oral presentation to the class on one local event or annual festival. (I, G: ET: 10-15 min.)
6. Make a poster to invite attendance to a local arts event. (I, ET: 1 hr.)
7. Make a calendar of events for the year. If a computer program is available, students could learn to make a calendar with the computer program. (G, ET: 2 hr.)
8. Attend a local festival as a group and set up a booth to promote adult education. (G, ET: Many hrs.)

## RESOURCES

| | |
|---|---|
| Contemporary. | 1) Communication Skills That Work, Book 1 Lesson 6: "Getting Information" pp. 41-48<br>2) Ready to Work "Using the Yellow Pages"<br>3) Essential Skills for the Workplace Level One: "Obtaining Information and Using Resources" Mileage Charts and Transportation Schedules p. 71 |
| Cambridge. | Telephone Skills, Communication Competencies for Adults |

**COMPETENCIES 16.01, 16.02**

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**RESOURCES (Continued)**

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| | |
|---|---|
| Globe-Fearon. | 1) Janus Survival Guides (9 titles)<br>2) On Your Own Series, Getting Help<br>3) Finding Your Way Series, Finding Your Way<br>4) Successful Living Series<br>a) Get That License<br>b) The Telephone Book Can Help You<br>5) Ablest Plus, Community |
| | **Computer Software** |
| Victoria Learning Systems. | 1) Some Everyday Reference Books<br>2) Life Skills English Series. Using a Library to Find Information<br>3) Life Skills Series. What's There and How to Find It<br>4) Life Skills Series. Finding Expert Help |

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**ADDITIONAL RESOURCES**

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**ADDITIONAL LEARNING ACTIVITIES**

PB 2/ACTIVITY 9
ATTACHMENT A
COMMUNITY RESOURCES
BEGINNING LEVEL

## ARRANGING CHILD CARE

**DIRECTIONS:** Check out child care services in your community by completing the following list. When each task is completed, enter the date of completion.

| DATE COMPLETED | | TASK |
|---|---|---|
| ____________ | 1. | Use PB 2, Activity 9, Attachment B to find out information from at least 2 day care facilities. |
| ____________ | 2. | Tour at least 2 child care sites to check out their services. |
| ____________ | 3. | Find out how to get on the list for the Headstart Program. |
| ____________ | 4. | If applicable, ask your welfare caseworker if you are eligible for child care financial assistance. |
| ____________ | 5. | Ask 2 or more friends or relatives if they can watch your children while you are in class or at work. |
| ____________ | 6. | Compute the weekly cost to meet your need for child care. |
| ____________ | 7. | Select a primary child care provider and an alternate plan when the child cannot go to the usual provider. |

## CHILD CARE INFORMATION SHEET

**DIRECTIONS**: Find out the following information.

1. Name and Address:

2. Phone Number(s):

3. Operational Hours:

4. Provision for overtime hours:

5. Advance notice needed for overtime:

6. Overtime costs:

7. Age range accepted:

8. Policy of ill children:

9. Meals and snacks provided:

10. Maximum number of children served:

11. Educational activities:

12. Availability of slots:

13. Drop-in occasional services offered and cost:

14. Regular hourly, daily, or weekly costs:

15. Acceptance of infants:

16. Extra cost for infants:

# Duty Area: COMMUNITY RESOURCES

Intermediate Level

KCBAE Level II

**COMPETENCIES:**

16.01 Identify and access community resources
16.02 Demonstrate knowledge of transportation options and how to use them

## RELATED SKILLS

* Mathematics 3.02, 3.03
Science 1.04
* Health/Wellness 2.01, 2.02
Technology/Tools
* Consumer Economics 5.07
Home Management
Family Relationships
* Interpersonal/Social 8.02
* Self-Management 9.06
Employability
* Communication 11.01, 11.02
* Thinking 12.02, 12.03
* Social Sciences 13.06
Govt./Citizenship
Cultural Diversity
Community Resources

## PREREQUISITES

Read basic maps
Use telephone skills
Use reference materials

## PROGRESS BENCHMARKS

1. Plan travel to various locations including transportation modes, schedules, and costs
2. Locate recreational facilities
3. Locate and describe museums, civic centers, or other cultural facilities
4. Describe local health agencies and services provided
5. Plan appropriate transportation for work and estimate costs
6. Describe postal services for packages and cost schedules

## TERMINOLOGY

Terms that students should know or learn as part of this lesson.

Map legend
Layover
Fine arts
Estimate
Internist
Consumer
Grid
Agencies
Topography
Map reference points
Scale
Pediatrician
Public transportation
Compare/contrast

## REFLECTIONS

Identifying and accessing community resources are skills necessary for successful living in today's world. This unit provides practice with a sample of community resources related to transportation, recreation, and health care. The exercises provide an opportunity to develop the necessary skills for locating and organizing information, estimating costs, and making informed decisions. As successful adults we apply these skills in a number of situations that arise in our daily lives.

COMPETENCIES 16.01, 16.02

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SAMPLE LEARNING ACTIVITIES

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PB 1 (16.01, 16.02) (CR 3.16, 8.02, 9.06, 11.11, 12.03, 12.08, 13.06)
Benchmark Task: Plan an out-of-town trip (real or fictitious) and schedule appropriate transportation with time schedules and costs.

(Basic content areas: Map reading skills; locating information on parts of Kentucky; investigating transportation systems, schedules, and fees; determining distance on a map; planning time; calculating estimated trip cost)

1. Given a road map of Kentucky (a) locate a town north of your home; locate a town southeast of your home. (b) In the map legend, locate the symbols for airports, rest stops, and campgrounds. Find at least one of each on your map. (c) Notice that your map is divided into blocks with numbers across the top and letters down the side. Move your finder down Column 4 and another across Row G until they meet. Practice with a partner. Give the reference point (letter/number) of the nearest airport. How can you determine relative size of towns? (I, ET: 30 min.)

2. Use a topographical map to identify the natural geographic regions of Kentucky and describe the characteristics of each. Compare and contrast eastern, central, and western Kentucky. Use a travel/tour book to gather information about points of interest in Kentucky. (I, ET: 2 hrs.)

3. Choose three locations on both a U.S. and Kentucky map that you would like to visit. Measure the distance on the map and using the scale of miles, estimate the miles from your home to each location. (I, ET: 20 min.)

4. Work with a partner or individually and use the yellow pages to locate the types of public transportation available. Call or write for schedules and fees. Compare the service areas and fees of competing systems. (I or G, ET: 1 1/2 hrs.)

5. Choose your best trip from #3 above. Consider the varying speed limits for the types of roads you will travel. Construct a time schedule for this trip. Include time for meals and activities such as refueling and sightseeing. If air travel is in your plan, use airline schedules to estimate flight time and layovers. Compare your plan with bus and train schedules. (I, ET: 45 min.)

6. Estimate the cost of your trip: public transportation fees, gasoline, meals, lodging, and entertainment. What other expenses might you have? (I, ET: 30 min.)

7. Explain how your expenses would change if you were (a) traveling alone, (b) sharing expenses, or (c) vacationing with family. (I, ET: 30 min.)

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PB 2 (16.01) (CR 3.17, 9.15, 11.02, 12.03, 13.06)
Benchmark Task: Survey local community personnel and available materials to determine availability of parks and recreational facilities in a 50-mile radius. Prepare a report of your findings.

**COMPETENCIES 16.01, 16.02**

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**SAMPLE LEARNING ACTIVITIES**

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**PB 2 (Continued)**

(Basic content areas: Locating information, reading maps, using the telephone, identifying types of recreational facilities and parks, organizing information, writing skills)

1. Talk to friends, neighbors, and other community personnel about parks and recreational facilities in the area. List by category parks with campgrounds, pools, playgrounds, museums. Also, record approximate distances from home. (I, ET: Varies)

2. The newspaper entertainment section will list theaters and events in your area. Choose the ones that interest you and list them with their addresses. (I, ET: 30 min.)

3. Contact the department of tourism and a travel agency for information on state parks and recreational facilities. Use the charts in the brochures and travel books to determine what activities and amenities are available at each site. (I, ET: 2 hrs.)

4. The yellow pages of the phone book may contain information about facilities that give lessons. The newspaper may list community classes. Friends may also provide good suggestions. Use this information to make a plan to develop 2-3 new interests and skills. (I, ET: 30 min.)

5. Organize your list from PB 2, Activity 4, into cultural and recreational activities. Indicate the ones that are within an hour's drive and those outside a fifty-mile radius. Using the appropriate maps, look for the address (street or town) in the map index. Use the reference points to locate the addresses on the map. Share with a classmate the information you used, decisions, and plans you made. (I and G, ET: 1 1/2 hrs.)

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PB 3 (16.01) (CR 9.06, 9.15, 11.01, 11.02)
Benchmark Task: Locate the nearest museum, identify types of exhibits, hours of access, who operates the museum, and means of support.

(Basic content areas: Communication skills, historical records and artifacts, locating information, organizing information)

1. Consult the yellow pages of the phone book for museums, civic centers, and other historical or fine arts facilities in your area. Make a list of these locations. (I, ET: 15 min.)

2. Contact the Chamber of Commerce for information on local museums, civic centers, or other historical or fine arts facilities. (I, ET: 30 min.)

3. Talk with friends and people in your community about museums, civic centers, or other historical or fine arts facilities they have enjoyed. (I, ET: Varies)

4. As you gather information, make an index card for each historical or fine art facility noting name, address, phone number, and types of exhibits and hours of access. Determine which facility is closest to your home. (I, ET: Varies)

SAMPLE LEARNING ACTIVITIES

PB 3 (Continued)

5. Visit at least one museum or other historical or fine arts facility. While you are there, talk with personnel/guide about who operates the facility and its means of support. Collect available written information, also. (I, ET: 1 hr.)

6. Organize your information and create overheads or handouts to use with your oral report on the museum or other historical or fine arts facility of your choice. (I, ET: 2 hrs.)

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PB 4 (16.01) (CR 2.01, 2.02)
Benchmark Task: Determine health services available and the types of services dealt with by each health agency. Organize and report your finding.

(Basic content areas: Communication skills, organizing information, preparing a report, types of health services, types of health agencies)

1. Make a list of all the health services you are able to find in the yellow pages (services, not individual doctors). (I, ET: 20 min.)

2. Contact a number of these health agencies about the services provided. Listen carefully and take good notes. Collect prepared written materials when available. (I, ET: 1 hr.)

3. Contact the nearest hospital(s) about services provided--including health care classes. Ask for the brochure detailing their services. (I, ET: 45 min.)

4. Contact the county/state medical society in your area. Ask for referrals for general medicine/internists or pediatricians and their hospital affiliations. Friends, neighbors, and coworkers are also good sources of information. Prepare a written/oral report on your findings. (I, ET: 1 1/2 hrs.)

5. Create a matrix (grid) that shows available services and what facilities offer those services. This matrix should be included in the brochure created for PB 4, Activity 6. (I/G, ET: 30-45 min.)

6. Working with other classmates, design a brochure of health services in your community that could be shared with new residents. (G, ET: 2 hrs.)

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PB 5 (16.01, 16.02) (CR 3.02, 3.03, 3.06, 3.14, 5.07, 12.04, 12.05)
Benchmark Task: Determine the least expensive type of transportation from your home to work. Estimate the costs of an automobile, sharing rides with others, and using public transportation (if available). Compare the per month costs of different means of transportation.

(Basic content areas: Types of automobile costs, purchase, maintenance, and fuel; transportation options; estimating costs)

COMPETENCIES 16.01, 16.02

SAMPLE LEARNING ACTIVITIES

PB 5 (Continued)

1. Scan the classified ads for cars, noting model, make, special features, and cost. Decide realistically what cars would best meet your needs and income. The public library will have a number of publications that will give you information on quality and fair market value. (I, ET: 1 hr.)

2. Invite a car loan professional (bank/dealership) to class. Have this person help you determine what the monthly payments would be and factors that influence the payments. Add the cost of insurance and registration. (G, ET: 1 hr.)

3. Estimate the distance you will travel to and from work each month. Talk with friends and study consumer publications to determine expected mileage for the route you chose. Use the current gas prices to compute your monthly fuel cost, also include maintenance costs. Add this total to the total in Activity 2 to estimate your monthly private transportation costs. Is there a charge for parking at work? (I, ET: 30 min.)

4. Is there someone who works with you or nearby who might share rides? Adjust your private transportation costs to reflect this savings. (I, ET: 15 min.)

5. If public transportation is available, call for route schedules and fares. Compute the monthly costs. (I, ET: 30 min.)

6. Compare the costs of each and determine the least expensive form of transportation from your home to work. (I. ET: 30 min.)

7. Besides cost, what other advantages and disadvantages of each system should be considered? Are there other travel options? (I, ET: 15 min.)

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PB 6 (16.01, 16.02) (CR 5.05, 8.02, 11.04, 11.11, 12.02, 12.03)
Benchmark Task: Assume that you are mailing a package that needs to be received at its destination the next day. Determine what transportation services are available for sending the package and the cost of each one (UPS, Federal Express, post office overnight mail).

(Basic content areas: Using the telephone, locating information, making decisions, identifying mail services)

1. The phone book yellow pages for the nearest city will provide names and phone numbers of delivery services. Make a list of those that offer overnight delivery. Include your post office. (I, ET: 15 min.)

2. Work with a partner to locate information in the yellow pages on special delivery services: same-day delivery, pick-up service, weekend, after hours, and holiday service. Make a chart showing the services of each company. (G, ET: 1 hr.)

COMPETENCIES 16.01, 16.02

## SAMPLE LEARNING ACTIVITIES

PB 6 (Continued)

3. Contact the providers identified in Activity 2 to compare delivery areas and costs for services. (I or G, ET: Varies)

4. Explain in writing how you would determine quality and reliability of a provider service. Determine the special services that are most important to you. Are they worth an additional cost to you? (I, ET: 45 min.)

5. Compare the rate schedules and decide which company/companies provide the best service at the most economical cost. Prepare a report comparing and evaluating these services. (I, ET: 2 hrs.)

## RESOURCES

| | |
|---|---|
| Fearon Education. | Medical Care |
| Contemporary Books, Inc. | Life Skills: Developing Consumer Competence |
| Edmund Publication Corp. | Edmund's Car Price Guide |
| National Market Reports, Inc. | Automobile Valuation Guide |
| Fearon-Janus. | Janus Survival Guides<br>Reading Schedules<br>Getting Around Cities and Towns<br>Using the Phone Book<br>Becoming a Driver |
| | Finding Your Way |
| | Taking a Trip |
| | Own Your Own Series<br>Getting Help<br>Need a Doctor? |
| | Ablest Plus, Community |
| Simon and Schuster Workplace. | ETS Applied Skills Series<br>Number Skills<br>Reading Skills<br>Document Skills |

**COMPETENCIES 16.01, 16.02**

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**RESOURCES (Continued)**

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| | |
|---|---|
| Steck-Vaughn. | Maps, Globes, and Graphs<br>Level A, Families<br>Level B, Neighborhoods<br>Level C, Communities<br>Level D, States and Regions<br>Connections: Life Skills and Mathematics |
| Consumer Reports (Magazine) | |
| South-Western Publishing Co. | Math Competencies for Everyday Living |
| | **Computer Software** |
| Victoria Learning Systems. | Life Skills English Series<br>The Telephone Book ($44.95)<br>Using a Library to Find Information ($44.95)<br>What's There and How to Find It ($44.95) |

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**ADDITIONAL RESOURCES**

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**ADDITIONAL LEARNING ACTIVITIES**

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# Duty Area: COMMUNITY RESOURCES

**KCBAE Level III**

Advanced Level

**COMPETENCIES:**
16.01 Identify and access community resources
16.02 Demonstrate knowledge of transportation options and how to use them

## RELATED SKILLS

Mathematics
Science
Health/Wellness
Technology/Tools
* Consumer Economics 5.08
* Home Management 6.05
Family Relationships
Interpersonal/Social
* Self-Management 9.01, 9.02
* Employability 10.01
* Communication 11.01, 11.02
* Thinking 12.02, 12.03, 12.05
Social Sciences
* Govt./Citizenship 14.07
Cultural Diversity
Community Resources

## PREREQUISITES

Read for facts and information
Communicate verbally
Take notes
Make lists
Write reports

## PROGRESS BENCHMARKS

1. Locate information in a newspaper
2. Recognize traffic signs and describe rules of the road
3. Demonstrate knowledge of cultural events in your community
4. Interpret ideas and themes from music, art, or drama
5. Identify volunteer agencies and their contributions to the community
6. Demonstrate knowledge of local laws and the law enforcement system

## TERMINOLOGY

Terms that students should know or learn as part of this lesson.

Classifieds
Organizations
Regulations
Editorial
Artistic
Cultural
Research
Resources
Community service

## REFLECTIONS

The community is the classroom for much of our learning both as children and adults. There are ways to get information about what is happening in the community and ways to expand learning experiences by participating in community events. Art and culture, social services, the legal system in its many aspects--all these arenas are important areas to know and learn about participating in them.

**COMPETENCIES 16.01, 16.02**

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**SAMPLE LEARNING ACTIVITIES**

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PB 1 (16.01) (CR 9.02, 9.06, 10.01, 11.08, 11.11, 12.05)
Benchmark Task: Analyze the local newspaper and make a list of the different types of information available in the paper on a regular basis.

(Basic content areas: Reading for information, categorizing information, classified advertisements as information sources, columns, editorials, news stories)

1. Bring copies of the local newspaper or other papers to class. Make a list of all the section headings in the paper and write one or two sentences to describe what is found in that section. (I, ET: 30-45 min.)

2. Make a list of all types of information that can be found in a local paper; work at getting as specific as possible. Categorize the information by the section of the paper in which it can be found. (I or G, ET: 30 min.)

3. Read a number of recent editorials. Write a letter to the editor stating your opinion in response to one of the editorials. (I, ET: 1 hr.)

4. Study the classifieds. Copy any abbreviations used in the ads and write out what each abbreviation means. (I, ET: 30-45 min.)

5. Write a classified ad to try to sell something or to get a job. Get advertising costs from the local newspaper. What size of ad can you run? Do costs double when the size of the ad doubles? (I, ET: 30 min.)

6. Write a news story about your adult education program and try to get it published in your local paper. (I, ET: 1 hr.)

7. Collect grocery advertisements from different grocery stores and comparison shop. Write math word problems using statistics from grocery store ads. (I or G, ET: 45 min.)

8. Work as a class to produce a copy of a newspaper including at least a local news, sports, editorial, opinion , and classifieds section. (G, ET: Several hrs.)

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PB 2 (16.01, 16.02) (CR 6.05, 9.14)
Benchmark Task: Work with one or two students to make a display of 10 different traffic signs in the town and rural area where you live. Illustrate the shape, content, and meaning of each sign.

(Basic content areas: Traffic laws and traffic signs, communicating messages through displays, planning the display layout and format)

1. Observe and make notes on all road and traffic signs you see on your travels this week. (I, ET: Varies)

**COMPETENCIES 16.01, 16.02**

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**SAMPLE LEARNING ACTIVITIES**

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PB 2 (Continued)

2. Get copies of the Kentucky driver's manual. (One or two students could go to the county court clerk's office to request copies.) Read sections that deal with "Rules of the Road," construction signs, and traffic signs. (I, ET: 40 min.)

3. Make posters illustrating various types of signs: regulatory signs, warning signs, directional and service signs, and construction signs. (I or G, ET: 2 hrs.)

4. Present your poster and make an oral report describing the poster content. Critique each other's presentations. (G, ET: Varies)

5. Write a story about how a highway sign did or could have helped in an emergency. (I, ET: 30-45 min.)

6. Cut out newspaper reports about highway accidents for a week or two. Write a report about one of the accidents and why it happened. (I, ET: 1 hr.)

7. Discuss, as a class, the need for a traffic sign or signal in an area of your town or county. Speak with city officials or Department of Transportation officials about the need for the sign or signal. If possible, carry out the necessary action to get the needed sign. (G, ET: Varies)

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PB 3 (16.01) (CR 9.06, 9.15, 11.03, 11.09, 11.11, 12.03)
Benchmark Task: Research and prepare a written report of findings on cultural events available in your community (arts, art fairs, dance and musical events, plays and theatrical productions, historical exhibits). Consider television productions as well as live productions or exhibits.

(Basic content areas: Types of cultural events, choosing recreation and leisure-time activities, analyzing self-interests in cultural and leisure activities)

1. Brainstorm as a class and list all the arts and cultural events available in your area. (G, ET: 30 min.)

2. Make phone calls to get information about events. As a class determine where to call and what information to ask for prior to making calls. Record information from the calls. (I or G, ET: 45 in.)

3. Make posters or bulletin boards displaying arts and cultural opportunities in the area. Share these with the class, and, if appropriate, with a wider audience. (I, ET: 2 hrs.)

4. Write an essay on "Imagine a World Without Music" or "Imagine a World Without Art." (I, ET: 1 hr.)

5. Invite a speaker from an arts organization, college, or historical society to share information on both the cultural background of the community and on current cultural events and possibilities. (G, ET: 1 hr.)

**COMPETENCIES 16.01, 16.02**

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**SAMPLE LEARNING ACTIVITIES**

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**PB 3 (Continued)**

6. Explore the possibility of art, music, storytelling, or dance talent in the students or in members of their families. Organize a talent show or a way to share the talent of individuals in the group with the class. (G, ET: Several hrs.)

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**PB 4 (16.01) (CR 9.15, 11.03, 11.14, 12.06)**
Benchmark Task: View a musical, dance, or theatrical performance; write a paper summarizing the ideas or themes expressed by the production and how these ideas or themes were communicated.

(Basic content areas: Expressing feelings, ideas, and themes through music, art, theater, and dance; interpreting meaning from artistic performances)

1. Bring different types of tapes or CDs – i.e., classical, country, blues, jazz, gospel – to class. Play songs and have the class write down feeling words that describe the music and/or give the class markers, crayons, and paper to draw their feelings while the various music is playing. Share and discuss. (G, ET: 1 hr.)

2. Get a variety of art books from the library. Have students look at various types of art and select an artistic work that they like. Have students write an essay describing the work, how it makes them feel and why they like it. (I or G, ET: 1 hr.)

3. View a dance or theatrical performance if possible as a group or a video of a play or dance performance. Have students identify themes in the presentation, and discuss the relevance of those themes to their own lives. (I and G, ET: 1-3 hrs.)

4. Read a short play. Have students select a person in the play that they identify with and describe how that person's situation or feelings relate to their own.
(I, ET: 1-2 hrs. depending on length of play)

5. Have a local artist, musician, or actor come to make a class presentation on the arts in your locality. Discuss how the arts affect the community. (G, ET: 1 hr.)

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**PB 5 (16.01) (CR 9.01, 9.02, 9.06, 9.15, 11.01, 12.02, 12.05)**
Benchmark Task: Investigate community agencies for volunteer work. Identify the agencies, the type of volunteers needed, and requirements for volunteers. Select the volunteer service that most interests you and explain why.

(Basic content areas: Types of nonprofit human service agencies, skills needed for volunteer work, community service opportunities, self-analysis of interests)

**COMPETENCIES 16.01, 16.02**

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**SAMPLE LEARNING ACTIVITIES**

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**PB 5 (Continued)**

1. In an urban area, locate the Voluntary Action Center. Call, visit, or invite someone from there to come and speak with the class. Identify opportunities to volunteer and the process for becoming involved as a volunteer. (G, ET: 1 hr.)
2. Make a list of all the ways we know that people volunteer to help in their community or areas where we think volunteers are needed. (E.g., To visit the elderly, to read to preschoolers) (G, ET: 30 min.)
3. Identify agencies or organizations where a person might perform the volunteer tasks that the group identified as needed in the previous activity (e.g., at Hillcrest Nursing Home, at the school). (G, ET: 30 min.)
4. Contact by phone the agencies or organizations listed above. Inquire about volunteer opportunities and qualifications. Report findings back to the class. (I or G, ET: 30 min.)
5. List qualifications you would look for in a volunteer. (I or G, ET: 15 min.)
6. Write an essay describing a volunteer experience you have had or the impact someone else's volunteer effort has had on you or your family. (I, ET: 1 hr.)
7. As a class, identify something in your community that needs to be done and organize a volunteer effort to accomplish it. (G, ET: Many hrs.)

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PB 6 (16.01) (CR 5.08, 9.01, 9.02, 9.06, 9.08, 9.12, 9.14, 11.01, 11.02, 11.03, 11.09, 11.11, 12.03, 12.05, 14.07)
Benchmark Task: Work with another student to research and prepare a report on the following aspects of local law enforcement and the legal system: Traffic court--paying and appealing tickets, police procedures and penalties for drunk driving, selection and responsibilities for jury duty, court summons, and small claims court.

(Basic content areas: Local driving laws and penalties, citizen responsibilities for jury duties and court summons, purpose and procedures for small claims court)

1. Select an area of interest--traffic court: paying and appealing tickets, drunk driving; laws and penalties; serving on a jury; small claims court; juvenile court. With a partner make a web of ideas to research and write about. (G, ET: 45 min.)
2. Research your area by setting up an interview with an appropriate court official or court worker. (G, ET: 1 hr.)
3. Write a report on your findings and share reports orally with the class. (G, ET: 2 hrs.)
4. Visit a court room as a class and observe court in session. Before the visit write a list of things to observe. Conduct a class discussion after the visit. (G, ET: 2-3 hrs.)

**COMPETENCIES 16.01, 16.02**

## SAMPLE LEARNING ACTIVITIES

**PB 6 (Continued)**

5. Invite the county sheriff, jailer, or judge to come to class for a presentation and discussion. Have the class prepare topics they want to have discussed. (G, ET: 1 hr.)

6. Debate a topic related to crime prevention: Building more prisons; "Three strikes and you're out;" the Death Penalty. Have students prepare arguments on both sides of the issue and conduct a semi-formal debate. (G, ET: 2 hrs.)

## RESOURCES

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|---|---|
| Contemporary. | Communication Skills That Work, Book 1<br>Lesson 6: "Getting Information" |
| Cambridge. | Telephone Skills |
| New Readers Press. | Your Daily Paper<br>Signs Around Town<br>Math Stories: Addition, Subtraction<br>Math Stories: Multiplication, Division<br>Math Stories: Fractions, Decimals |
| Steck-Vaughn. | Signs and Labels<br>Connections: Life Skills & Mathematics |
| Kentucky State Police. | Kentucky Driver's Manual |
| South-Western Publishing Co. | Math Competencies for Everyday Living |

## ADDITIONAL RESOURCES

## COMPETENCIES 16.01, 16.02

## ADDITIONAL LEARNING ACTIVITIES

# Duty Area: CONSUMER ECONOMICS

KCBAE Level I

Beginning Level

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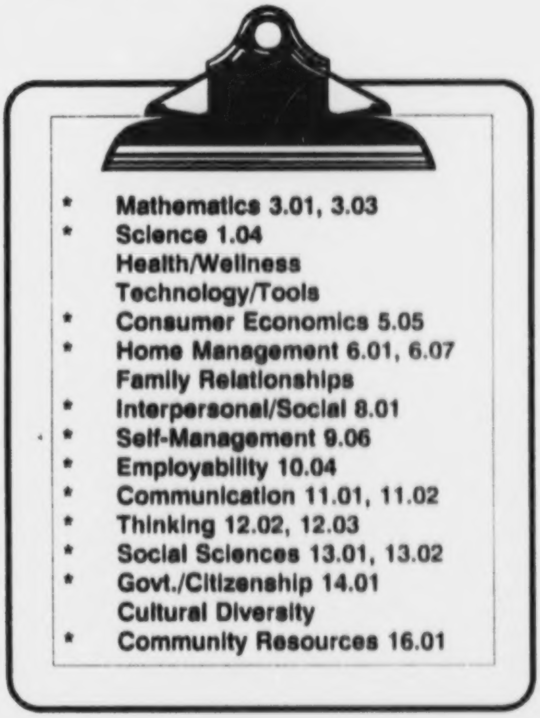
**COMPETENCIES:**

5.01 Demonstrate a knowledge of personal taxes and preparation of simple tax forms
5.03 Identify ways to reduce utility cost
5.04 Demonstrate money management knowledge: payroll, credit, banking, and budgeting
5.05 Explain and demonstrate comparison shopping for goods and services

## RELATED SKILLS



- * Mathematics 3.01, 3.03
- * Science 1.04
- Health/Wellness
- Technology/Tools
- * Consumer Economics 5.05
- * Home Management 6.01, 6.07
- Family Relationships
- * Interpersonal/Social 8.01
- * Self-Management 9.06
- * Employability 10.04
- * Communication 11.01, 11.02
- * Thinking 12.02, 12.03
- * Social Sciences 13.01, 13.02
- * Govt./Citizenship 14.01
- Cultural Diversity
- * Community Resources 16.01

## PREREQUISITES

Read and write dollars and cents
Calculate using dollars and cents (may use calculator)
Write number words

## PROGRESS BENCHMARKS

1. Identify payroll terms and calculates gross and net pay
2. Complete W-2 and 1040EZ tax forms
3. Reconcile bank statement
4. Identify energy-saving measures
5. Compare costs and savings for purchases
6. Determine types of checking and savings accounts

## TERMINOLOGY

Terms that students should know or learn as part of this lesson.

Hourly rate
Federal income tax
Social Security
W-4 form
Workmen's Compensation

Gross pay
State income tax
Withholding tax
Income
Signature card

Net pay
Local income tax
Take-home pay
Benefits
Fictitious

Deductions
F.I.C.A.
W-2 form
Paycheck

## REFLECTIONS

Consumer economics is an everyday life skill. Understanding our paycheck, using a checking account, and planning purchases to get the most for our money are important consumer skills. Saving energy not only saves money but also conserves natural resources.

**COMPETENCIES 5.01, 5.03, 5.04, 5.05**

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**SAMPLE LEARNING ACTIVITIES**

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**PB 1 (5.01) (CR 3.01, 3.03, 3.16)**
**Benchmark Task:** Analyze payroll deductions: Locate information on pay stub, list deductions, compare net and gross earnings.

(Basic content areas: Deductions, net earnings, gross pay, FICA-social security, withholding taxes, health or other group insurance premiums, pay period, calculation of earnings)

1. Define terminology found on a paycheck stub and teach these terms as sight words. Write sentences using new vocabulary. Complete wordsearch or crossword puzzle. (I and G, ET: 30 min.)

2. Watch video or role play a first-time employee receiving the first paycheck. Discuss reasons for working beyond receiving a paycheck. Discuss to understand employee benefits and deductions. Write/dictate a paragraph on "Why People Work." (G, ET: 1 hr.)

3. Solve word problems which involve the calculation of hourly wage X number of hours worked (+ overtime hourly pay X number of overtime hours = gross pay). (I, ET: 30 min.)

4. Calculate sales tax on 5 to 10 items of merchandise purchased. (I, ET: 10 min.)

5. Collect 5 to 10 paycheck stubs and use to identify location of gross pay, net pay, deductions, and taxes. Compare and discuss the differences and similarities among stubs. (I and G, ET: 20 min.)

6. Using collected paycheck stubs, calculate gross pay and net pay to check for accuracy. (I, ET: 45 min.)

7. Prepare a table from several collected paycheck stubs to show categories; e.g., gross pay, net pay, F.I.C.A., and taxes. (I, ET: 30 min.)

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**PB 2 (5.01) (CR 3.16, 11.12, 12.04, 14.02)**
**Benchmark Task:** Use an annual earnings statement to complete a 1040A tax form. Complete information on a federal and state withholding statement.

(Basic content areas: Interpreting federal and state simple tax forms, completing information on forms, reading and following directions, locating assistance, interpreting annual earnings statement)

1. Write/dictate a paragraph on "Why Pay Taxes." Use a video or an article as a story starter. Discuss the responsibilities and rights of citizens as taxpayers. (I and G, ET: 1 hr.)

2. Define terminology found on tax forms; e.g., gross pay, withholding tax, and W-2 form. Write sentences using vocabulary words. Complete a wordsearch or crossword puzzle to review vocabulary. (I and G, ET: 30 min.)

**COMPETENCIES 5.01, 5.03, 5.04, 5.05**

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**SAMPLE LEARNING ACTIVITIES**

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PB 2 (Continued)

3. Locate in the telephone book or community resource guide the businesses/services that provide income tax assistance. Form questions to ask in determining which service to use. Conduct an interview on business/service by telephone or in person to gather information. (I, ET: 30 min.)

4. Complete a W-2 form as if beginning new employment. (I, ET: 20 min.)

5. Given a sample problem and the relevant information, complete a 1040EZ tax form. This may done as a group activity using an overhead projector. (I or G, ET: 30 min.)

6. List types of taxation, read the history of taxes in Kentucky or the United States, and discuss the pros and cons of each type of tax. (G, ET: 45 min.)

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PB 3 (5.04) (CR 3.01, 3.03, 3.16, 8.02, 12.03)
Benchmark Task: Set up and use a fictitious checking account. (The teacher will need to visit a local bank to get blank checks and signature cards which may be copied for classroom use. The teacher should mark all checks: "For classroom use ONLY!")
(Basic content areas: Arranging canceled checks in order, comparing check stubs with the bank statement and canceled checks, identifying outstanding checks, reviewing bank debits, verifying deposits, reconciling check stub balance with bank balance)

1. Review a unit on banking. (G, ET: Varied)

2. Given 10 to 20 canceled checks, arrange checks in numerical order. Compare checks to checkbook register, and mark those found in the register. List outstanding checks using a calculator. (I, ET: 30 min.)

3. Given 5 to 10 deposit slips, arrange in calendar order and compare to checkbook deposit register. List deposits not found and the amounts. Total amount of deposits not found on statement using a calculator. (I, ET: 20 min.)

4. Have students fill out a signature card with information that applies to them. The teacher may first want to demonstrate how to complete the card, using an overhead projector, or give out copies of an already-completed signature card. (I/G, ET: 20 min.)

5. Give the students copies of "blank checks." Go through and explain the terms on the check face. (Pay to the order of, memo) Also, explain the difference between the payer and payee. (G, ET: 20 min.)

6. Using the checks from PB 3, Activity 5, give the students a list of checks to be written. Give a beginning balance and deposit amounts. (Students will need a "dummy" check register to record deposits and payments.) (I, ET: Varies)

**COMPETENCIES 5.01, 5.03, 5.04, 5.05**

**SAMPLE LEARNING ACTIVITIES**

PB 3 (Continued)

> **NOTE: (Before doing this activity, teachers will need to review how to record entries in a check register.)**

PB 4 (5.03) (CR 1.01, 3.18, 9.06, 9.12, 14.05)
Benchmark Task: Contact your utility company for brochures and information on how to reduce utility costs. Identify at least one measure that you can implement in your home and write a paragraph explaining what you will do and how this action will result in utility savings, estimating how much will be saved. Take the action and chart utility costs for 3 prior months and 3 months after the change.

(Basic content areas: Determining energy conservation measures, locating information, analyzing home situation for energy savings, writing an explanatory paragraph, preparing a chart from cost data)

1. Invite a guest speaker from the local utility or extension service to discuss energy conservation and simple ways citizens can reduce the amount of utilities consumed. Brainstorm a list of questions to be answered before speaker arrives. (G, ET: 1 hr.)
2. Contact/write several utility companies and home extension service for brochures on reducing utility costs. Select one type of utility and chart several ways to conserve energy with approximate cost of savings. Write/dictate a paragraph giving reasons for saving energy. (I, ET: 1 hr.)
3. Using information gathered, analyze your own home or class location for possible ways to save energy. Write/dictate a paragraph describing the situation and feasible ways to conserve energy. Select one method for experiment in cost savings. (I and G, ET: 45 min.)
4. Implement an energy conservation measure and prepare a chart that lists cost of utilities the three months prior to implementing the measure and track costs for the next three months. Calculate cost savings. (I, ET: 30 min.)
5. Interview a person who uses alternative sources of energy for utilities--geothermal, solar, or wind. Give a talk using the information gathered in the interview; include cost savings. (I, ET: 1 hr.)

PB 5 (5.05) (CR 3.16, 9.02)
Benchmark Task: Make a grocery list of 10 items. Use the grocery advertisements in the newspaper or go to at least 3 grocery stores to obtain prices. Compare the prices and the totals from the three stores.

(Basic content areas: Comparison shopping, reading advertisements, determining savings)

**COMPETENCIES 5.01, 5.03, 5.04, 5.05**

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**SAMPLE LEARNING ACTIVITIES**

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**PB 5 (Continued)**

1. Calculate unit prices of 10-15 items. Compare three brand names of the same item to determine the best buy. (I, ET: 20 min.)

2. Do a unit on comparison shopping. (Math Competencies for Everyday Living, pp. 100-123) or a similar reference source. (I/G, ET: Varies)

3. Given a list of five cleaning products, determine the total cost of the items and calculate the change from a fifty dollar bill. (I, ET: 10 min.)

4. Chart the comparison cost of 10-15 items from 3-5 different stores. Total the cost of the items, and determine the best place to shop. (I and G, ET: 45 min.)

5. Write/dictate a story describing the favorite dishes for a Thanksgiving/family dinner. Use the language experience story to teach sight words, word patterns, phonics, and other word attack skills. (I and G, ET: 20 min.)

6. Using the dinner dishes (above) or a dinner menu, make a grocery list of items that would be needed to cook the dinner. Use grocery ads or visit a grocery to determine the cost of each item and calculate the total dinner cost. (I and G, ET: 40 min.)

7. Invite a home economist/dietician to discuss the advantages and disadvantages of convenience foods. Also, list tips and techniques for saving money and for better nutrition when shopping for groceries. (G, ET: 1 hr.)

8. Select a cookie recipe; list and obtain the grocery items, recording the cost. Make the cookies and serve. (I, ET: 45 min.)

9. Calculate the amount of savings on five pieces of furniture that are on sale. Use the sale flyer or visit the furniture store. (I, ET: 30 min.)

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**PB 6 (5.04) (CR 3.16, 9.06, 16.01)**
Benchmark Task: Find out from your local bank how to open and use a checking account and a savings account. (A bank representative could come to the class.)

(Basic content areas: Finding out requirements from bank regarding opening accounts, defining banking terminology, and determining how students could open an account)

1. Invite a bank representative to speak on the importance of savings and the steps for instituting a savings plan. In advance, prepare questions for the speaker to address. (G, ET: 1 hr.)

2. Fill out sample forms required to open checking and savings accounts. (I, ET: 15 min.)

COMPETENCIES 5.01, 5.03, 5.04, 5.05

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## SAMPLE LEARNING ACTIVITIES

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PB 6 (Continued)

3. Define terminology related to banking, checking and savings accounts, and other banking services. Identify vocabulary terms on bank statements, checkbook, and savings passport. (I and G, ET: 10 min.)

4. Chart the advantages, disadvantages, services, and costs of types of checking accounts for at least 3 financial institutions. Interview bank personnel in person or by telephone. (I and G, ET: 45 min.)

5. Visit a local financial institution to discuss procedures for opening an account. Prepare and practice the questions for interviewing bank personnel. (I, ET: 30 min.)

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## RESOURCES

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|---|---|
| Internal Revenue Service. | Understanding Taxes<br>Video, Worksheets, Software |
| Phoenix. | Acquiring Language Skills, Building Language Skills, Continuing Language Skills, Directing Language Skills |
| McKnight. | Your Paycheck Deductions |
| Media Materials. | Applied Mathematics |
| Fearon. | Lifeschool Occupational Knowledge, Lifeschool Consumer Economics |
| Pendergrass. | Using Money Series, Book 4: Earning, Spending, Saving |
| McGraw-Hill. | Solving Life Problems in Occupational Knowledge I |
| Contemporary Books. | Lifescenes/Lifeskills: Developing Consumer Competence |
| Literacy Volunteers of America. | TUTOR 7 |
| McGraw-Hill. | Lifeworks You and the World of Work, pp. 4-12 |
| Lakeshore Lifeskills. | Consumer Survival Skillbooks--Using a Checking Account, Balancing a Budget, Your Paycheck |
| Janus. | Banking Language |
| Lakeshore Curriculum Materials. | 1) The Amazing Adventures of Harvey Crumbaker<br>2) Survival Guide |

**COMPETENCIES 5.01, 5.03, 5.04, 5.05**

**RESOURCES (Continued)**

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|---|---|
| Media Materials. | Fill in the Blanks |
| New Readers Press. | Filling Our Forms |
| David S. Lake Publishers. | 1) Checking Account<br>2) Forms |
| Cambridge. | Know-How Series--Insurance and Taxes, Money |
| CC Publications. | How to Use Bank Accounts |
| South-Western. | Math Competencies for Everyday Living |
| University Press of Ky. | Why Work? |
| Media Materials, Inc. | Competency Acheivement Packet (CAP) |
| Walch. | Math in Everyday Life |
| | Computer Software |
| The Learning Seed Co. | How to Handle a Checking Account |
| Encyclopedia Britannica. | Daily Living Skills |
| Hartley. | Wordsearch |
| Media Materials. | Lifeskill Reading I: Food Purchasing Skills |
| Victoria Learning Systems. | Life Skills English "Shopping Catalog" $44.95 |

**ADDITIONAL RESOURCES**

## COMPETENCIES 5.01, 5.03, 5.04, 5.05

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## ADDITIONAL LEARNING ACTIVITIES

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# Duty Area: CONSUMER ECONOMICS

**KCBAE Level II**

Intermediate Level

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**COMPETENCIES:**

5.02 Identify available housing options

5.04 Demonstrate money management knowledge: payroll, credit, banking, and budgeting

5.06 Identify criteria for selection of major household appliances

5.07 Demonstrate knowledge of automobile maintenance and purchase procedures

5.09 Determine insurance needs and basic types of coverage

## RELATED SKILLS

- * Mathematics 3.01, 3.03
- Science
- Health/Wellness
- Technology/Tools
- * Consumer Economics 5.05, 5.03
- Home Management
- Family Relationships
- * Interpersonal/Social 8.01
- * Self-Management 9.05, 9.11
- Employability
- * Communication 11.01, 11.02
- * Thinking 12.02, 12.03, 12.04
- Social Sciences
- Govt./Citizenship
- Cultural Diversity
- Community Resources

## PREREQUISITES

Decimals, percentages, graphs and tables
Sequencing
Paragraph writing
Estimation
Form completion
Problem-solving
Reading for details
Business letters

## PROGRESS BENCHMARKS

1. Estimate the cost of owning and operating an automobile
2. Research information on property insurance: automobile; housing, and household contents
3. Compare different investment and savings plans
4. Discuss advantages and disadvantages of housing options
5. Select major appliances and compare costs for cash and credit options
6. Interpret contracts and resolve consumer complaints

## TERMINOLOGY

Terms that students should know or learn as part of this lesson.

Resale value
Power train
Options
Medical payments

Book values
Dealer invoice price
Lien-holder
Bodily injury liability

Retail price
Base price
Buyers Guide
Disclosure

Depreciation
Sticker price
Implied warranties
Comprehensive

(TERMINOLOGY CONTINUED ON NEXT PAGE)

## REFLECTIONS

Consumer economics is an everyday life skill. We use consumer economics when we purchase appliances, select insurance coverage, and maintain an automobile. Buying on credit, saving money, and signing a rental lease are other situations in which we use these everyday skills. These lessons will help us make wise decisions as we look for housing or buy a car.

**COMPETENCIES 5.02, 5.04, 5.06, 5.07, 5.09**

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**TERMINOLOGY (Continued)**

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Property damage liability
Collision
Compound interest
Certificate of deposit
Sublease
Mortgage insurance
Contract
Fixed-rate mortgage
Adjustable-rate mortgage
Installment sales credit
Permanent insurance
Appreciation
No-fault
Warranty
Date of maturity
Passbook savings
Premises
Real estate broker
Escrow
Title insurance
Paying points
Credit rating
Interest
Deductible
Liquid investment
Term insurance
Savings bond
Liable
Offer
Closing costs
Breach
Landlord
Down payment
APR
Premium
Lemon laws
Registration card
Lease
Negligence
Earnest money
Note rate
Equity
Collateral
Uninsured motorist
Tenant

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**SAMPLE LEARNING ACTIVITIES**

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PB 1 (5.07) (CR 3.16, 12.03, 12.05, 12.08)
Benchmark Task: Keep a log of automobile expenses for one month. Consider fuel, maintenance costs, depreciation, and repairs. Use these figures to estimate the yearly cost of owning and maintaining an automobile.

(Basic content areas: Budgeting, saving for replacement, using regular automobile maintenance procedures, calculating depreciation)

1. Invite a speaker to discuss strategies for buying a used car. Generate questions prior to the class; e.g., advantages and disadvantages, what to check for, and cost of maintenance. Instruct students to write an essay on what to watch for in buying a used car or a buying a new car vs. buying a used car. (G, ET: 1 hr. 30 min.)

2. Using the Consumer Report or a similar resource, prepare a checklist of items to be compared on similar models of cars. This checklist will be used in PB 1, Activity 3. (G, ET: 1/2-1 hr.)

3. Tell students to compare similar cars at 3 or more dealerships using a checklist. Use consumer guides to research the best buy. Have students present findings and conclusions. (I/G, ET: 2 hrs.)

4. Direct students to solve 10 word problems related to calculation of depreciation on farm/business equipment. (I, ET: 15 min.)

5. Have students design a table for the purpose of logging personal or job-related expenses. Track expenses for 1-2 weeks. Instruct students to estimate the monthly total and their annual expenses. (I, ET: 1 hr.)

6. Instruct students to inventory their home appliances. Tell students to use a chart to calculate the cost of operating the appliances each month. Instruct students to estimate

**COMPETENCIES 5.02, 5.04, 5.06, 5.07, 5.09**

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**SAMPLE LEARNING ACTIVITIES (Continued)**

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**PB 3 (Continued)**

the annual cost and compare it to their utility cost for the last year. Investigate ways to save energy and estimate savings over a monthly period. (I, ET: 45 min.)

7. Tell students to read "Becoming a Car Owner" (New Readers Press or similar reference book) and answer comprehension questions. (I, ET: 2 hrs.)

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**PB 2 (5.02, 5.05, 5.09) (CR 3.16, 3.18, 12.03, 12.05, 12.08)**
Benchmark Task: Gather information on homeowner's insurance and renter's insurance. Compare types of coverage from different companies. Prepare a chart or classroom display of the information collected (individual or pairs).

(Basic content areas: Types of property insurance, insurance costs, information charting, housing options)

1. Have students read information on insurance policies. Discuss/interpret terminology and vocabulary. Direct students in answering comprehension questions. (I, ET: 40 min.)
2. Tell students to compare costs of the same automobile insurance coverage for one car with 3 companies. Review vocabulary and terminology. Instruct students to prepare a table comparing the quotes from the companies. (I, ET: 1 hr.)
3. Invite an insurance sales representative to discuss homeowner's and renter's insurance and to explain how rates are determined. Instruct students to prepare a list of questions prior to the representative's presentation. (I/G, ET: 1 hr.)
4. Ask students to inventory personal and household belongings according to insurance company's guidelines. Have students maintain appropriate records. (I, ET: 20 min.)
5. Let students determine insurance needs based on personal or posed situations. Tell students to compare coverage and rates with several insurance companies. Instruct students to prepare a chart displaying the information. Instruct students to present their findings to the class or to a tutor. (I/G, ET: 2 hrs.)

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**PB 3 (5.04, 5.05, 5.09) (CR 3.04, 3.16, 9.02, 9.06, 12.02, 12.03, 12.04, 12.05)**
Benchmark Task: Investigate the difference between the following savings plans: Certificate of deposit, life insurance, passbook savings, savings bond. If you planned to deposit $100 into an account paying 5.5% annual interest compounded quarterly and deposit $20 per month into savings, determine an appropriate savings plan and the amount of interest earned in 18 months.

(Basic content areas: Calculating compound interest, developing savings options, planning investments)

**COMPETENCIES 5.02, 5.04, 5.06, 5.07, 5.09**

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**SAMPLE LEARNING ACTIVITIES (Continued)**

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**PB 3 ( Continued)**

1. Direct students to solve 10 word problems involving simple interest. (I, ET: 10 min.)
2. Instruct students to solve 10 word problems involving compound interest. (I, ET: 10 min.)
3. Tell students to read an article on the importance of savings plans to personal financial security. Have students answer comprehension questions on savings plans. (I, ET: 35 min.)
4. Instruct students to compare interest earned on $1,000 over a 20-year period invested in each of the following savings plans: certificate of deposit, life insurance, passbook savings, and savings bonds. Tell students to display their information on graphs and charts. (I, ET: 1 hr. 30 min.)
5. Tell students to interview personnel at a savings institution to determine the benefits and risks associated with various types of savings plans. Have students prepare items for discussion prior to the visit. (I/G, ET: 45 min.)
6. Direct students to analyze personal or posed situations to determine the best savings plan. Instruct students to write an essay describing their decision and rationale for the choice. (I, ET: 1 hr.)

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**PB 4 (5.02, 5.05, 5.08) (CR 3.16, 6.03, 12.02, 12.03, 12.04, 12.05)**
**Benchmark Task:** Analyze your family's housing needs. Determine housing options. Choose one option that differs from your present home. Compare the advantages and disadvantages of the choice with your present home.

(Basic content areas: Housing options, rental agreements, real estate purchases, credit options, deeds, contracts, mortgages, closing costs, location, resale)

1. Use newspaper rental and real estate advertisements to identify three different housing options. List the advantages and disadvantages of each. Choose one housing option that would meet your household needs and write a justification for your choice. Tell students to defend their choice and describe the advantages and disadvantages of that choice. (I/G, ET: 1 hr.)
2. Have students analyze their family's housing needs. Direct students to choose one housing option that differs from their present home. Tell students to compare the advantages and disadvantages of the choice with their present home. Instruct students to use an appropriate worksheet/format showing their findings to show the class. (I, ET: 35 min.)
3. Direct students to calculate the difference in rental cost and homeowner's cost for housing over a 10-year period for a 3-bedroom house. (I, ET: 20 min.)

SAMPLE LEARNING ACTIVITIES (Continued)

PB 4 (Continued)

4. Invite a real estate agent or loan officer to class to discuss the steps for purchasing a home. Have students list the steps in sequential order and develop a timeline. (I/G, ET: 45 min.)

5. Read a rental lease. (Leases may be obtained from the local housing authority or landlords. Sample copy of a lease--PB 4, Activity 5, Attachment A) Define the terminology. List the benefits of the lease for the landlord and the renter. Have students solve a court case in which a rental lease is involved. (I, ET: 45 min.)

6. Have students locate appropriate, available housing for each of the following situations. Tell students to cut out a picture and/or ad from a newspaper of the housing. Instruct students to write the advantages and disadvantages for each housing choice. Tell students to assume that these individuals live in their community. (I, ET: 1 hr.)

> Marie is going to college and working part-time. She likes the freedom of having her own place, but has limited income.
>
> Katy and Spencer love to travel when their jobs permit. They usually spend at least 3 weeks traveling during their vacation. Neither enjoys puttering around the house but prefers saving for traveling.
>
> The Granby family has 3 active pre-schoolers. The family enjoys entertaining and feels that their home is very important.
>
> Marjorie, recently widowed, enjoys visiting her children and grandchildren now that she is retired.
>
> Carol and John are getting married next month. Both are working and saving for their home. They want to invest in their own home as soon as possible.

---

PB 5 (5.04, 5.05, 5.06, 5.08) (CR 3.16, 9.02, 12.02, 12.03, 12.05)
Benchmark Task: Compare cash and credit options for purchasing a refrigerator. From advertisements or from local appliance dealer, review different options on the appliance and select a model. Calculate the difference between the cash price and buying the appliance on credit.

(Basic content areas: Planning purchases to fit need, practicing comparison shopping, using comparing types of credit and interest costs, understanding warranties)

1. Have students research in consumer buying guides the information for choosing a CD player. Tell students to choose the best product and write a paragraph justifying their choice. (I, ET: 45 min.)

**COMPETENCIES 5.02, 5.04, 5.06, 5.07, 5.09**

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**SAMPLE LEARNING ACTIVITIES (Continued)**

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**PB 5 (Continued)**

2. Direct students to calculate the total price (original price + interest) of 10 individual items found in newspaper advertisements. Tell students to compare the cash and credit prices. (I, ET: 30 min.)

3. Relate to students: A car manufacturer is conducting research for the purpose of marketing their automobiles. Using open-ended questions, discuss features that would make an automobile more attractive. Begin discussion by having each person introduce him/herself and describe how his/her car is used and the average number of miles driven each week. Continue the discussion by describing features participants looked for when shopping for a new car or features they would like to see added. (G, ET: 1 hr.)

4. Using The Consumer Report, have students compared size, cost, energy efficiency ratings, and other features of three or four different stoves. Students should use this information to determine which stove would be most economical for a family of six. (I, ET: 1 hr.)

5. Direct students to read an article or text on comparison shopping. Define terminology. Have students answer comprehension questions on comparison shopping. (I, ET: 30 min.)

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PB 6 (5.02, 5.08) (CR 6.03, 11.08, 11.09, 12.05)
Benchmark Task: Identify important elements in a housing rental contract. Write a letter to a landlord about a repair that should be done. Assume that the repair which is needed is covered in the rental contract.

(Basic content areas: Contracts and legal obligations, home maintenance, tenant responsibilities, writing a negative message in a positive manner)

1. Instruct students to identify a problem in their community and write a letter to the mayor, city council, or county judge executive describing the problem, their rationale, and the steps for solving the problem (I, 1 hr.)

2. Instruct students to develop solutions to several (3-4) problem situations involving contracts, warranties, or leases. (I/G, ET: 45 min.)

3. Ask students to roleplay situation(s) in which a renter is requesting repairs of a landlord and/or a customer is dissatisfied with a product. Discuss alternative solutions. (G, ET: 30 min.)

4. Have students read an article or text on contracts. Define terminology. Direct students to answer comprehension questions. (I, ET: 30 min.)

5. Invite a resource person to discuss rental contracts and the common problems associated with them. Ask the resource person to identify the rights of the landlord and

**COMPETENCIES 5.02, 5.04, 5.06, 5.07, 5.09**

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**SAMPLE LEARNING ACTIVITIES (Continued)**

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**PB 6 (Continued)**

of the renter. Have students summarize the speaker's comments in an essay. Tell students to include in their essays a description of appropriate steps to solve a rental-contract problem. G, ET: 1 hr. 15 min.)

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**RESOURCES**

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| | |
|---|---|
| Lakeshore Curriculum. | The Amazing Adventures of Harvey Crumbaker, I, II, and IV from Skills for Living |
| Contemporary. | 1) Real Numbers Developing Thinking Skills in Math: Tables, Graphs, and Data Interpreting<br>2) Communication Skills that Work: A Functional Approach for Life and Work<br>3) Scenes/Lifeskills: Developing Consumer Competence<br>4) Number Power 2 |
| New Readers Press. | 1) Filling Out Forms<br>2) Caution: Fine Print Ahead<br>3) Becoming a Car Owner |
| South-Western Publishing Co. | What Investing Is All About |
| Fearon. | Consumer Skills |
| Cambridge. | 1) Insurance and Taxes Know-How<br>2) Just Around the Corner |
| National Textbook Co. | Reading Ads, Reference Materials and Legal Documents |
| Scott Foresman. | Essential Mathematics for Life |
| Media Materials. | Competency Achievement Packets: The Consumer; The Home and Family Member |
| | **Computer Software** |
| D.C. Heath. | The Money Manager |
| EMC Publishing. | Decisions |

## COMPETENCIES 5.02, 5.04, 5.06, 5.07, 5.09

## RESOURCES (Continued)

| | |
|---|---|
| Intellectual Software. | 1) You and the Law<br>2) You and Your Money |
| MCE. | 1) Insurance: Sorting It All Out<br>2) Understanding Contracts |

## ADDITIONAL RESOURCES

## ADDITIONAL LEARNING ACTIVITIES

**SAMPLE LEASE**

**A lease should include provisions that (i) make it clear that the agreement contains the entire agreement of the parties, (ii) require changes to the agreement to be in writing, signed by both parties, (iii) protect the agreement if one of its provisions is unenforceable, (iv) make it clear that the rights of the parties is cumulative (can use all rights), not exclusive (limited to the right that is exercised first), and (v) specify which state's laws will govern disputes between the parties.**

## REAL ESTATE LEASE

This Lease Agreement (this "Lease") is made effective as of June 14, 1995, by and between
______________________________________________ ("Landlord"), and
______________________________________________ ("Tenant"). The
parties agree as follows:

PREMISES. Landlord, in consideration of the lease payments provided in this Lease, leases to Tenant
____________________________________________________
____________________________________________________
____________________________________________________
____________________________________________________
____________________________________________________
____________________________________________________
(the "Premises") located at
____________________________________________________
_________________________, _________________________.

TERM. The lease term will begin on June 14, 1995 and will terminate on ____________.

LEASE PAYMENTS. Tenant shall pay to Landlord a total annual lease payment of $0.00, payable in advance, in installments of $0.00 per month on the __________ day of each month. Lease payments shall be made to the Landlord at
____________________________________________________
_________________________, _________________________,
as may be changed from time to time by Landlord.

POSSESSION. Tenant shall be entitled to possession on the first day of the term of this Lease, and shall yield possession to Landlord on the last day of the term of this Lease, unless otherwise agreed by both parties in writing.

USE OF PREMISES/ABSENCES. Tenant shall occupy and use the Premises as a dwelling unit. Tenant shall notify Landlord of any anticipated extended absence from the Premises not later than the first day of the extended absence.

PROPERTY INSURANCE. Landlord and Tenant shall each be responsible to maintain appropriate insurance for their respective interests in the Premises and property located on the Premises.

DEFAULTS. Tenant shall be in default of this Lease, if Tenant fails to fulfill any lease obligation or term by which Tenant is bound. Subject to any governing provisions of law to the contrary, if Tenant fails to cure any financial obligation within __________ day(s) (or any other obligation within ______________ day(s)) after written notice of such default is provided by Landlord to Tenant, Landlord may take possession of the Premises without further notice, and without prejudicing Landlord's rights to damages. In the alternative, Landlord may elect to cure any default and the cost of such action shall be added to Tenant's financial obligations under this Lease. Tenant shall pay all costs, damages, and expenses suffered by Landlord by reason of Tenant's defaults.

HABITABILITY. Tenant has inspected the Premises and fixtures (or has had the Premises inspected on behalf of Tenant), and acknowledges that the Premises are in a reasonable and acceptable condition of habitability for their intended use, and the agreed lease payments are fair and reasonable. If the condition changes so that, in Tenant's opinion, the habitability and rental value of the Premises are adversely affected, Tenant shall promptly provide reasonable notice to Landlord.

NOTICE. Notices under this Lease shall not be deemed valid unless given or served in writing and forwarded by mail, postage prepaid, addressed as follows:

Landlord:

________________________________________
________________________________________
________________________________________
________________________________________

Tenant:

________________________________________
________________________________________
________________________________________
________________________________________

Such addresses may be changed from time to time by either party by providing notice as set forth above.

ENTIRE AGREEMENT/AMENDMENT. This Lease Agreement contains the entire agreement of the parties and there are no other promises or conditions in any other agreement whether oral or written. This Lease may be modified or amended in writing, if the writing is signed by the party obligated under the amendment.

SEVERABILITY. If any portion of this Lease shall be held to be invalid or unenforceable for any reason, the remaining provisions shall continue to be valid and enforceable. If a court finds that any provision of this Lease is invalid or unenforceable, but that by limiting such provision it would become valid and enforceable, then such provision shall be deemed to be written, construed, and enforced as so limited.

CUMULATIVE RIGHTS. The rights of the parties under this Lease are cumulative, and shall not be construed as exclusive unless otherwise required by law.

GOVERNING LAW. This Lease shall be construed in accordance with the laws of the state of ________________________.

LANDLORD:

______________________________________________

By: ______________________________________________

______________________________________________

TENANT:

______________________________________________

By: ______________________________________________

______________________________________________

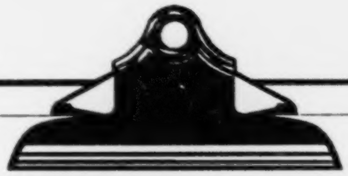
# Duty Area: CONSUMER ECONOMICS

Advanced Level

**COMPETENCIES:**

5.01 Demonstrate a knowledge of personal taxes and preparation of simple tax forms
5.02 Identify available housing options and services
5.06 Identify criteria for selection of major household appliances
5.07 Demonstrate knowledge of automobile maintenance and purchase procedures
5.08 Demonstrate knowledge of consumer protection laws for transactions: contracts, leases, and fraud protection
5.09 Determine insurance needs and basic types of coverage

## RELATED SKILLS



- * Mathematics 3.03, 3.04, 3.07
- Science
- Health/Wellness
- Technology/Tools
- * Consumer Economics 5.04, 5.05
- * Home Management 6.05
- Family Relationships
- * Interpersonal/Social 8.01, 8.02
- * Self-Management 9.05, 9.06
- * Employability 10.03
- * Communication 11.01, 11.02
- * Thinking 12.02, 12.03, 12.04
- * Social Sciences 13.02
- * Govt./Citizenship 14.01, 14.02
- Cultural Diversity
- Community Resources

## PREREQUISITES

Work with decimals, percentages, and charts/graphs
Fill out forms
Understand interview and library research techniques
Write essays with purpose

## PROGRESS BENCHMARKS

1. Select appropriate federal and state tax forms and complete forms for sample situations
2. Research and describe local services, laws, and taxation
3. Compare different insurance plans for medical coverage and life insurance
4. Analyze product advertisements and identify factual and emotional appeals
5. Compare costs of leasing and purchasing automobiles
6. Research consumer protection and fraud materials and identify fraud situations

## TERMINOLOGY

Terms that students should know or learn as part of this lesson.

Hourly rate
Federal income tax
Income
Registration
Plaintiff
Installment
F.I.C.A.
Gross pay
Local income tax
Benefits
Express warranty
Judgment
Interest rate
Savings
Net pay
State income tax
Take-home pay
Warranty
Stall techniques
Amortization table
W-2 form
Deductions
W-4 form
Implied warranty
Paycheck
Reputable dealer
Small claims court
Expenses

## REFLECTIONS

Consumer economics is an everyday life skill. We use consumer economics when we purchase insurance or an automobile. Figuring income taxes, selecting a home, and writing a complaint letter are other situations in which we use consumer economics. These lessons will help us to make wise consumer decisions and to solve consumer problems.

**COMPETENCIES 5.01, 5.02, 5.06, 5.07, 5.08, 5.09**

## SAMPLE LEARNING ACTIVITIES

**PB 1 (5.01) (CR 3.04, 11.12, 12.02, 12.05, 12.08, 14.02)**
**Benchmark Task:** Calculate federal and state taxes for a married couple with the following situation: two dependent children, separate wages of $30,000 and $15,000, and total deductible expenses of $3,014. Determine whether separate or joint returns should be filed.

(Basic content areas: Individual income tax requirements, exemptions, separate and joint filing procedures, simple income tax forms, using a tax table to calculate tax owed, standardized versus itemized expenses, differences between state and federal tax requirements)

1. Using a small group process, write an essay on the topic, "Should citizens be required to pay taxes? Why or why not? (G, ET: 1 hr.)

2. In Understanding Taxes, complete the readings and exercises on history of taxation, tax terminology, completion of various tax forms, and W-2 forms. (I or G, ET: 5 hrs.)

3. Verify the accuracy of ten paychecks which show the gross amount and percentage for F.I.C.A., federal, state, and local income taxes, as well as rates for insurance and union dues. (I, ET: 30 min.)

4. Design a budget for your family based on actual income and expenses or on a sample situation. Present the budget to the class and explain your estimation of expenses. (I, ET: 45 min.)

5. Invite an Internal Revenue Service speaker or an accountant to discuss changes in tax legislation and common strategies for reducing tax liability. Prepare discussion questions prior to presentation. (G, ET: 1 hr.)

6. Complete exercises on charts and graphs in Essential Mathematics for Life: Percentages, Graphs, and Measurement or other GED Mathematics textbook. (I, ET: 45 min.)

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**PB 2 (5.02) (CR 6.05, 9.01, 9.02, 9.06, 9.14, 11.08, 11.11, 11.09, 12.01, 16.01)**
**Benchmark Task:** Choose a subdivision or local community and research restrictions and planned development in the area, services available, taxation rates, zoning laws. Write a descriptive essay reporting your findings.

(Basic content areas: Local property laws, zoning, local taxation, local government, locating information, organizing information, writing reports)

1. Attend a hearing for a requested zoning change in your community or county. After researching issues on both sides through newspapers and interviews, hold a debate in class. (G, ET: 1 hr.)

2. Read an article or textbook on local government and its power and authority. Answer comprehension questions. Describe in an essay your local community in similar terms--zoning, taxation, services, and laws. (I, ET: 1 1/2 hrs.)

**COMPETENCIES 5.01, 5.02, 5.06, 5.07, 5.08, 5.09**

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**SAMPLE LEARNING ACTIVITIES**

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**PB 2 (Continued)**

3. Identify utilities, complete forms, and identify costs for services to a newly rented or purchased home. Summarize findings on a chart. (I or G, ET: 1 hr.)

4. Research candidates and party platforms for an upcoming election. Present strengths and weaknesses of each candidate in a prepared speech. (I, ET: 1 hr.)

5. Given assessment values and tax rates, compute property tax on five pieces of property in a local subdivision. (I, ET: 30 min.)

6. Using the information from PB 2, Activity 5, write an essay which summarizes the data. Report results orally. (I/G, ET: Varies)

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**PB 3 (5.09) (CR 2.01, 9.02, 9.06, 11.02, 11.08, 11.11, 12.03, 12.05, 12.08)**
**Benchmark Task:** Work with one or two classmates to research medical insurance coverage. Determine your medical insurance needs, compare costs and coverage, compare service and restrictions. Plan and present a report of your findings to other class members.

(Basic content areas: Purpose of health insurance; types of coverage: hospital, surgical, physician, major medical, dental, accident; government health insurance: workers compensation, medicaid, medicare; private health insurance: group, individual, health maintenance organizations; premiums; restrictions)

1. Complete enrollment forms for three types of medical and/or life insurance. (I, ET: 30 min.)

2. Research and compare three types of life insurance. Determine rates based on your own situation. Chart comparisons. (I, ET: 1 1/4 hrs.)

3. Explore a career as an insurance salesman through research, such as library resources and interviews. Write a brief description of the occupation, listing the needed skills and aptitudes. (G, ET: 1 1/2 hrs.)

4. Debate the advantages and disadvantages of universal health care. Survey health care and welfare providers on reaction to the proposal. Summarize findings. (G, ET: 1 hr.)

5. Using the guide to medical insurance for state employees, select the best insurance option for three of the following situations. (I, ET: 1-1 1/2 hrs.)
    1. A family of four live in the Lexington area. No health problems.
    2. A family of four live in the Lexington area. One son is an out-of-state college student; the father has minor back problems.
    3. A husband and wife, ages 54 and 52, live in the Hazard area. Both are in good health.

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**SAMPLE LEARNING ACTIVITIES**

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PB 3 (Continued)

4. A family of six live in the Madisonville area. The husband and wife are in their late 30s; the children need braces.
5. A couple in their 60s live in Russellville. They have high cholesterol and high blood pressure, and wear corrective lenses.

6. As a group, compare the results arrived at for PB 3, Activity 5. (G, ET: 30 min.)

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PB 4 (5.05, 5.06) (CR 8.04, 9.08, 11.09, 11.10, 11.11, 12.03, 12.05, 12.08)
Benchmark Task: Work with another student to compare advertising techniques used for major home appliances. Use newspapers, magazines, radio, and television advertisements. Determine the key selling factors used in each advertisement and the features that influence cost. Identify those that are based on facts and those that are emotional appeal. Work together to write one report of your findings and conclusions.

(Basic content areas: Separating fact from opinion, psychological and factual appeals, analyzing needs, descriptive writing)

1. Read a selection on advertising techniques; review terminology and answer comprehension questions. (I, ET: 45 min.)

2. Design and present an advertisement–radio, TV, or print–to recruit students for an adult education or literacy program. Justify your choice of advertising technique. (I or G, ET: 2 hrs.)

3. Select ten advertisements–magazine or newspaper/television or radio–and identify the advertising techniques used. Analyze for fact and opinion statements. (I, ET: 1 hr.)

4. In a small group, use "Family Project Simulation Report" (Attachment A–6-step problem solving and consumer research sources) to identify the best washing machine for a family of four with an income of $25,000/year. Prepare a chart to display findings and support your choice. (G, ET: 1 hr.)

5. Invite a public relations manager/graphic designer to outline the development of an advertising campaign. Prepare questions in advance of the presentation. (G, ET: 45 min.)

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PB 5 (5.04, 5.05, 5.07) (CR 3.03, 3.04, 3.16, 9.06, 12.05)
Benchmark Task: Compare cost of leasing or purchasing an automobile. Use the newspaper advertisements and/or call local car dealers. Determine financing costs with the bank or with the dealer and the relationship of down payment to total interest cost.

(Basic content areas: Cost comparisons, calculating interest, locating information, automobile maintenance costs, titles, licensure, lease agreements)

**COMPETENCIES 5.01, 5.02, 5.06, 5.07, 5.08, 5.09**

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**SAMPLE LEARNING ACTIVITIES**

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**PB 5 (Continued)**

1. Calculate financing costs for five automobiles based on car dealer and financial institution rates. Compare to cash price. (I, ET: 30 min.)
   #1________________ Cash_________ Car dealer________________ Bank__________

2. Complete forms for leasing and financing the same automobile. Calculate costs for each method. (I, ET: 45 min.)

3. Determine cost for titling, insuring, and licensing one of the automobiles in first activity. Survey at least three insurance companies. (I, ET: 1 1/2 hrs.)

4. Read and complete activities in Lifescenes/Lifeskills: Developing Consumer Competence or a similar resource. (I, ET: 1 1/2 hrs.)

5. Invite a representative of the Attorney General's office, the Better Business Bureau or a citizen who has served as arbitrator to discuss Kentucky's lemon law, the arbitration process, the importance of keeping detailed maintenance records, the importance of developing and using effective communication skills, and how to file a complaint and/or use arbitration panels. (G, ET: 1-2 hrs.)

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PB 6 (5.08) (CR 9.06, 9.08, 9.14, 11.11, 11.03, 11.09, 12.03, 12.05)
Benchmark Task: Work with one or two other students to locate and read materials on consumer protection and fraud. Work together to prepare a pamphlet designed to help consumers (the elderly in particular) be more aware of and avoid consumer fraud. The pamphlet should be factual, interesting, and easy to read. Edit the materials to eliminate grammatical, punctuation, or other errors.

(Basic content areas: Consumer responsibilities; consumer fraud; consumer protection laws; consumer protection organizations, Better Business Bureau and Consumer Protection Division of the Kentucky Attorney General's Office; reporting complaints; writing and editing skills)

1. View the video, "Buyer Be Aware: Avoiding Rip-Offs" or similar audiovisual on consumer fraud. Alert viewers to identify ways to recognize and avoid consumer fraud. (I or G, ET: 45 min.)

2. Read "Don't Be a Victim" and "Some Schemes and How They Reach You," in Consumer Fraud: A Handbook for Prevention and Recourse, pp. 5-20 (Cooperative Extension). Answer comprehension questions. (I, ET: Varies)

3. Read and study the three cases below. For each case, consider whether fraud was involved or whether it was just good business. Also, determine how the problem could have been avoided. (I or G, ET: 30 min.)

> Since Denise recently moved into a new town, she called several auto service centers to check the price of an oil and filter change. She took her car to the least expensive center and authorized them to change her oil. They told her they

**COMPETENCIES 5.01, 5.02, 5.06, 5.07, 5.08, 5.09**

**SAMPLE LEARNING ACTIVITIES**

**PB 6 (Continued)**

were running a special, "Oil and filter change--$8.95." When she picked up her car, the bill given her said she owed $28.95. When she questioned the service center, they explained that the special price covered only the oil and filter. They had charged an additional $20 for labor.

Doug was excited when he found out his name was drawn to receive three free compact disks, all recorded by his favorite musicians! Three days later, they arrived in the mail. Two weeks later, Doug received a bill for $59.95 plus shipping. Doug had already given one away as a gift and had been playing the other two since he received them. He didn't have the $60!

Liz's babysitting job did not produce enough income to cover all of her anticipated graduation expenses. In the classified ads, however, she spotted an easy way to earn money by stuffing envelopes. She could do this at home during her free time, while babysitting, at times when she could not afford to be away from home. The ad said she could make "up to $200 a week." All she needed to do was send "$20 for instructions." A couple of weeks later, Liz received a pamphlet in the mail telling her how to manage her time and energy to stuff the greatest number of envelopes in the least amount of time. She is still waiting for the arrival of any work materials.

4. Prepare a plan of action by which a consumer complaint could be resolved. A television was advertised at $99.99. The salesperson said that all the advertised TV's were sold and showed the consumer a "better" and more expensive one. List all steps that might be pursued in resolving the complaint. The plan should include names of specific agencies in a position to help and include specific information given each agency. Begin with the initial reporting of the complaint and end with the last resort. (I or G, ET: 1 hr.)

5. Invite a representative from the Consumer Protection Division, Better Business Bureau, or Cooperative Extension Services to discuss the frauds most prevalent in the area, how to recognize and avoid them, and what the victim can do. Prepare a pamphlet to help consumers be more aware of one of the prevalent frauds and how to prevent the fraud. (G, ET: 1 1/2 hrs.)

6. Read and complete exercises on "Resolving Consumer Complaints," pp. 118-123, Lifeskills/Lifescenes: Developing Consumer Competence. (I, ET: 30 min.)

**RESOURCES**

| | |
|---|---|
| Internal Revenue Service. | Understanding Taxes |
| Peoples Publishing Group. | Maintaining Your Car |
| Scott Foresman. | Essential Mathematics for Life: Percentages, Graphs, and Measurement |

## COMPETENCIES 5.01, 5.02, 5.06, 5.07, 5.08, 5.09

## RESOURCES (Continued)

| | |
|---|---|
| McGraw-Hill. | Lifeworks Series--Using Credit and Banking Services<br>Lifeworks Series--Understanding Income Tax |
| Contemporary. | Lifeskills/Lifescenes: Developing Consumer Competence |
| Curriculum Associates. | Stop and Think About Car Ownership |
| Lakeshore Lifeskills. | Real Life Consumer Economics--class set |
| U.S. Government Printing Office. | Occupational Outlook Handbook |

### Computer Software

| | |
|---|---|
| Curriculum Associates. | A Day in the Life |

## ADDITIONAL RESOURCES

## ADDITIONAL LEARNING ACTIVITIES

## FAMILY PROJECT SIMULATION REPORT

(Taken from Kentucky Department of Education Home Economic Curriculum for Consumer Economics)

Names________________________________________________

Directions: In PB 4, Learning Activity 4, your group was assigned a product to acquire. Working together as a simulated family group, complete the six-step decision making process to determine which brand and model that group will acquire. Use this sheet as a cover page, on which to list your names and assigned product. On your own paper, label each step and provide the information needed to show you completed each of the steps listed below.

Consider your family's needs, goals, and budget as you complete the process. Remember, this will allow you to demonstrate what you have learned about comparison shopping.

Family Name_____________________ Assigned Product_________________________

Step 1.
Define the Problem. (Be specific)

Step 2.
List All Possible Solutions. (Possibilities may include methods other than purchasing 14.)

Step 3.
Do Consumer Research. (Investigate the information sources. Record specific information on all the factors that affect the price of your product. Consider ads, coupons, rebates, and sales. You may need to visit shopping facilities to read product booklets, labels, and warranties. Attach additional sheets if necessary.)

Step 4.
Identify Relevant Values and Goals. (Identify the quality that is needed in your family group situation and list the factors that will influence your choice.)

Step 5.
Evaluate the Alternatives. (Consider information gathered through your research and your family's values and goals and identify the three best alternatives considering brand, model, price, and shopping facility. Use a chart to list each alternative, its features, its advantages, disadvantages, and any other information that should be considered.)

Step 6.
Make a Decision. (Include the chosen brand, model, price, and shopping facility.)

# Duty Area: CULTURAL DIVERSITY

**Beginning Level**

**KCBAE Level I**

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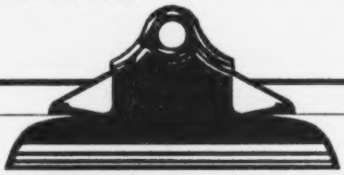
**COMPETENCIES:**

15.01 Demonstrate knowledge of major ethnic and cultural differences and customs
15.02 Exhibit awareness and respect for individual differences
15.03 Recognize discriminatory behaviors and practices in self and others and identify ways to alter such behavior
15.04 Recognize the negative effects of stereotyping by race, gender, culture, or religion

## RELATED SKILLS



* Mathematics 3.01, 3.18
Science
Health/Wellness
Technology/Tools
Consumer Economics
Home Management
Family Relationships
Interpersonal/Social
* Self-Management 9.14
Employability
* Communication 11.02, 11.03
* Thinking 12.01, 12.05, 12.06
Social Sciences
* Govt./Citizenship 14.01, 14.07
Cultural Diversity
Community Resources

## PREREQUISITES

Ability to read, write, and recognize numbers

## PROGRESS BENCHMARKS

1. Identify different ethnic, religious, and disabled groups in the community
2. Describe discriminatory practices related to groups of people in the community
3. Analyze the effects of discrimination and suggest ways to alter discriminatory behavior
4. Demonstrate ability to examine community issues from different perspectives
5. Compare similarities and differences of language patterns for 3 different cultures
6. Write a simple message in a second language

## TERMINOLOGY

Terms that students should know or learn as part of this lesson.

Stereotype
Ethnicity
Discrimination
Religion
Race
Customs
Culture
Diversity
Prejudice

## REFLECTIONS

To understand different cultures, religions, genders, and races, one must first recognize the influence of our own culture, race, religion, or gender. Many of us do not realize how our day-to-day behaviors influence our value system.

**COMPETENCIES 15.01, 15.02, 15.03, 15.04**

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## SAMPLE LEARNING ACTIVITIES

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PB 1 (15.01) (CR 9.14)
**Benchmark Task:** Working with one or more classmates, make a list of different cultures, religions, races, and major disabilities of people in your local community.

(Basic content areas: Knowledge of the local population makeup, the meaning of culture and race or ethnic background, different types of disabilities)

1. Working with one or more students, make a list of different cultures, religions, races, and major disabilities found in your community. (G, ET: 15 min.)
2. Working with one or more classmates, each person tells a favorite holiday, food, tradition, or celebration. G, ET: 10 min.)
3. In your work group, create a list of questions you would like to ask of each group identified in your list from Activity 1. Think of questions that would help you understand these groups. (I & G, 20 min.)
4. Have each person in class bring a dish of favorite food to share following a class discussion of foods, traditions, and celebrations from Activity 2. (I & G, ET: 1 hr.)
5. Write or dictate a recipe and explain its significance to you or your family. Make copies to share with class members. (I, ET: 30 min.)

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PB 2 (15.01, 15.03, 15.04)
**Benchmark Task:** Identify stereotypes and discriminatory practices related to different groups of people in your community.

(Basic content areas: The meaning of stereotyping and discrimination, overt and subtle discrimination, examples of stereotyping, effects of stereotypes and discrimination)

1. Working with one or more classmates, discuss stereotypes of groups from your town, county, or state. (Are the stereotypes accurate? Explain why or why not.) (G, ET: 30 min.)
2. View a movie about Kentucky; example, "Next of Kin." Discuss the characters and how they fit or differ from the common stereotypes of rural or Appalachian areas. (G, ET: 30 min.)
3. Dictate or write a language experience story describing your feelings about the characters in the film in Activity 2. (G, ET: 45 min.)
4. On your own (at home or at school), view a movie or television program related to a minority that is represented in your community. Identify 2 or 3 main characters, and make a list of adjectives describing them. In a small group, discuss the programs or movies

**COMPETENCIES 15.01, 15.02, 15.03, 15.04**

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**SAMPLE LEARNING ACTIVITIES**

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PB 2 (Continued)

each person watched and whether the adjectives listed for each character correspond to common stereotypes. An example of a movie: "The Color Purple." An example of a television program: "Martin." (I/G, ET: 2 hrs.)

5. Think about an individual that you have met briefly but do not know well. Write a list of adjectives you believe describe this person based only on your impressions. Then, talk with someone who knows the person well and ask that person to list descriptive adjectives about the person you described. Compare the 2 lists. Write a paragraph explaining the commonalities and differences between the 2 lists. In the paragraph, tell why you believe the differences occurred (if any did occur). (I/G, ET: 1 hr.)

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PB 3 (15.02, 15.03, 15.04) (CR 12.05, 12.06, 14.01, 14.07)
Benchmark Task: Analyze the effects of stereotyping and discriminatory practices and suggest ways to alter these behaviors in your community.

(Basic content areas: Stereotyping, discrimination, problem solving, attitude change, community channels for change)

1. Discuss ways members of the class have been discriminated against due to race, religion, gender, age, culture, or disability. (G, ET: 20 min.)
2. Discuss ways students can alter their own discriminatory practices. (G, ET: 20 min.)
3. Discuss steps which can be taken to stop discrimination in the community. (G, ET: 20 min.)
4. Select a specific ethnic minority, such as Mexican, Vietnamese, or Chinese. Assume you are a member of the selected minority group. Write a short essay describing how you would feel about living in your current locale. (I, ET: 45 min.)
5. Write a story about a time when you felt discriminated against, what your reaction was, and how you might help overcome such discriminatory behavior. (I, ET: 45 min.)

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PB 4 (15.01, 15.02) (CR 12.05, 12.06, 14.01, 14.07)
Benchmark Task: Demonstrate understanding of a community issue or event by analyzing the event from another perspective.

(Basic content areas: Learning to examine other persons and other cultures' viewpoints and reasons for why they have a different perspective, and understanding of community issues)

1. Work in a small group to identify traditions from other cultures or religions in your community. (G, ET: 25 min.)

**COMPETENCIES 15.01, 15.02, 15.03, 15.04**

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## SAMPLE LEARNING ACTIVITIES

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PB 4 (Continued)

2. Have a speaker representing a minority culture or religion speak to the class to discuss culture or religious practices and reasons for these practices. (G, ET: 45 min.)

3. Working with one or more classmates, discuss the presentation from Activity 2 on cultures and religions. How did your impressions about these cultures and religions differ from what you originally thought about them? (G, ET: 20 min.)

4. Discuss the American Disabilities Act and the discriminatory practices the act seeks to overcome. (G, ET: 25 min.)

5. Working with one or more students, identify and discuss buildings and locations in your area which may still remain awkward or difficult for disabled individuals to maneuver. (G, ET: 20 min.)

6. Blindfold half of the class. Have the other half help them get around for 15 minutes. Reverse roles. Discuss how individuals felt while blindfolded. (G, ET: 45 min.)

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PB 5 (15.01, 15.02) (CR 3.18, 12.01, 12.05, 12.06)
Benchmark Task: Investigate similarities and differences of 3 different languages. Make a chart showing your comparison.

(Basic content areas: Research different languages, analysis for similarities and differences)

1. Select an everyday word such as "water" or "chicken." Find out how to write and pronounce the word in 2 other languages; for example, English, French, and Spanish. Do the 3 words look or sound enough alike to give you a clue about the meaning of the foreign words? If so, how? (I, ET: 30 min.)

2. Select a common phrase such as "What is the price?" or "Where is a restroom?" Go the library to research how the phrase would be written or spoken in another language or ask someone who can speak another language to help you. (I or G, ET: 30 min.)

3. Listen carefully to a foreign language tape, a radio station in another language, or 2 people conversing in another language. Could you interpret part of what they were saying? If so, how? Write 1 or 2 paragraphs about this experience. (I, ET: 1 hr. 30 min.)

4. Make a list of 10 common words (Number words are easily recognized and translated). Write each of these words in another language. (All words do not have to be in the same language, but write the language used in parentheses beside of each word if more than one foreign language is used.)
(I, ET: 1 hr.)

**COMPETENCIES 15.01, 15.02, 15.03, 15.04**

**SAMPLE LEARNING ACTIVITIES**

PB 5 (Continued)

5. Go to a math or foreign language teacher to learn how numbers are written in European and/or Asian countries. Are there differences? Similarities? What are the differences and similarities? Make a chart to compare the similarities and differences. (I/G, ET: 30-45 min.)

6. Interview someone in the school system who teaches a foreign language. Ask about the advantages of studying another language. (Alternate: Have 1 or 2 classmates conduct such an interview, tape the interview, and play the tape for the class to discuss). (I or G, ET: 2 hrs.)

PB 6 (15.01, 15.02) (CR 3.18, 12.01, 12.05, 12.06)
Benchmark Task: Write a simple message using a second language.

(Basic content areas: Using a foreign language dictionary)

1. Make 6 flash cards from a foreign language dictionary. Write the foreign version on one side and the English word on the other side. (I, ET: 45 min.)

2. Working in pairs, learn to read the foreign words and tell the English words written on each others' flash cards. (G, ET: 30 min.)

3. Write a sentence in another language. Show the sentence to a partner and have each other guess the meaning and the language used. (G, ET: 50 min.)

4. Write a short paragraph and translate it into a second language. Use persons and a foreign language text to help translate the paragraph. (I, ET: 2 hrs.)

5. Learn to read the paragraph in Activity 4. Give a copy to a partner; read the paragraph; use body language to help convey the meaning. Ask your partner to tell you what was understood. (I/G, ET: 30 min.)

**RESOURCES**

Foreign language dictionaries

Dictionary

Encyclopedia

Lakeshore. 1) The Peoples Multicultural Almanac
The Peoples Publishing Group, Inc.

**COMPETENCIES 15.01, 15.02, 15.03, 15.04**

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**RESOURCES (Continued)**

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2) Peoples of North America Series
Chelsa House Publishers

A French, Spanish, German or other foreign language textbook.

Fearon/Janus/Quercus.
1) Great Biographies
    Cesar Chavez
    Jackie Robinson
    Harriet Tubman
2) Nation Builders Biographies
    Roberto Clemente
    Rita Moreno
    Barbara Jordan

Globe-Fearon.
1) Fearon's World Geography and Cultures
2) Latino Poetry and African American Poetry

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**ADDITIONAL RESOURCES**

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**ADDITIONAL LEARNING ACTIVITIES**

## Duty Area: CULTURAL DIVERSITY

KCBAE Level II

Intermediate Level

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**COMPETENCIES:**

15.01 Demonstrate knowledge of major ethnic and cultural differences and customs
15.02 Exhibit awareness and respect for individual differences
15.03 Recognize discriminatory behaviors and practices in self and others and identify ways to alter such behavior
15.04 Recognize the negative effects of stereotyping by race, gender, culture, or religion

### RELATED SKILLS

* Mathematics 3.01, 3.17, 3.18
Science
* Health/Wellness 2.07
Technology/Tools
Consumer Economics
Home Management
* Family Relationships 7.04
* Interpersonal/Social 8.03, 8.04
* Self-Management 9.01, 9.06-9.08
Employability
* Communication 11.10, 11.11
* Thinking 12.03, 12.05, 12.06
* Social Sciences 13.01, 13.02
* Govt./Citizenship 14.06, 14.07
Cultural Diversity
* Community Resources 16.01

### PREREQUISITES

Intermediate Reading Level

### PROGRESS BENCHMARKS

1. Identify different cultures, religions, ethnic origin, and major disabilities of people in Kentucky
2. Identify stereotypes and discriminatory practices related to different groups of people in Kentucky
3. Analyze the effects of stereotyping and discriminatory practices and suggest ways to alter these behaviors in Kentucky
4. Analyze how the workplace is impacted by a more culturally diverse population in the U.S. Identify strategies for working as a team member with culturally diverse groups
5. Illustrate how different cultural backgrounds have influenced American music, art, values, and government structures
6. Investigate how people living in three different political systems might deal with controversial issues

### TERMINOLOGY

Terms that students should know or learn as part of this lesson.

Diversity
Alien
Customs
Melting Pot
Race
Tradition
Stereotypes
Culture
Immigration
Discrimination
Ethnic
Prejudice
Religion

### REFLECTIONS

Being aware of communication differences, as well as accepting these differences, helps us successfully interact with people of diverse cultures. In a world of international communication and a highly diverse society and workplace, directing more attention on understanding and communicating with others becomes more essential each day.

COMPETENCIES 15.01, 15.02, 15.03, 15.04

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SAMPLE LEARNING ACTIVITIES

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PB 1 (15.01, 15.02) (CR 11.11, 12.03, 12.05, 13.01, 13.06, 16.01)
Benchmark Task: Identify different cultures, religions, ethnic origins, and major disabilities of people in Kentucky.

(Basic content areas: Diversity of Kentucky's population, regional differences, meaning of culture and influences on culture, handicapping conditions and effects)

1. Make a list of different religions, races, cultures, and major disabilities of Kentucky citizens. (G, ET: 20 min.)

2. Watch the local news to identify the different races, religions, and cultures represented in the news. Make a list of these groups and determine how many different groups are mentioned in the newscasts. (I, Et: 40 min.)

3. Using Kentucky state data, determine the number of persons in each different age, gender, and ethnic group in Kentucky. Make a table, chart, or graph to display these figures or percentages of total population. (I, ET: 2 hrs.)

4. Discuss where and why people of specific races, religions or cultures may have settled in a specific county or area. (G, ET: 25 min.)

5. Interview 3 people of different religions to determine their similarities and differences. Write a report about your findings. (I, ET: 2 hrs.)

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PB 2 (15.01, 15.03, 15.04) (CR 11.11, 12.05, 12.08, 14.07)
Benchmark Task: Identify stereotypes and discriminatory practices related to different groups of people in Kentucky.

(Basic content areas: Origins of stereotyping, types of discrimination, sensitivity to other people)

1. Working as a class or in small groups, discuss the meaning of discrimination and stereotyping and make a list of discriminatory practices in your community and the groups of people affected. (G, ET: 45 min.)

2. Discuss stereotypes of welfare recipients. Discuss the accuracy of these stereotypes. (G, ET: 20 min.)

3. Working in pairs, discuss the characteristics and stereotypes about the ethnic group, socioeconomic class, religion, age group, and community in which each one belongs. (When possible, pairs should be opposite as possible; example, younger person paired with older person and Catholic paired with Protestant.) (I/G, ET: 30 min.)

4. Brainstorm and make a list of groups of people who are discriminated against. Write one or two discriminatory behaviors related to each group and the stereotype on which the behavior is based. How did this stereotype originate? When? (G, ET: 30 min.)

**COMPETENCIES 15.01, 15.02, 15.03, 15.04**

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**SAMPLE LEARNING ACTIVITIES**

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**PB 2 (Continued)**

5. Identify issues and events in our state's history that resulted in the discriminating practices existing today. Make a chart showing the historical events or issues and the stereotypes or discriminatory practices related to these events or issues. (I & G, ET: 1 hr.)

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**PB 3 (15.03, 15.04) (CR 2.07)**
**Benchmark Task:** Analyze the effects of stereotyping and discriminatory practices and suggest ways to alter these behaviors in Kentucky.

(Basic content areas: Effects of discrimination, recourse for discrimination, protective measures, ways to reduce discrimination)

1. Discuss a time when you felt discriminated against and why you think the discrimination occurred. (G, ET: 15 min.)
2. Attend a meeting or event which represents a different age, religious or socioeconomic group than one with which you normally associate. Write a paper describing the experience. (I, ET: 2 hrs.)
3. Keep a journal describing feelings and thoughts while studying cultural diversity. (I, ET: Varied)
4. Identify the personal qualities you have that will help or hinder your understanding and communicating with persons from other cultural, age, religious or socioeconomic groups. (I, ET: 20 min.)
5. Working in groups of 3 to 5 persons, brainstorm ways to overcome stereotyping and discriminatory practices. Select the 3 ideas that the group believes would be the most helpful. (G, ET: 1 hr.)
6. Keep a journal for a week and make a record of any discriminatory or sterotyping remarks or acts that you see or hear during this time. (I, ET: Varies)

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**PB 4 (15.01, 15.02) (CR 8.03, 8.04, 9.07, 9.08, 11.10, 12.02, 12.03, 12.05, 12.06, 12.08, 16.01)**
**Benchmark Task:** Analyze how the workplace is impacted by a more culturally diverse population in the United States. Identify strategies for working as a team member with culturally diverse groups.

(Basic content areas: Changes in management practices, team roles, working toward consensus, recognizing differences and similarities)

**COMPETENCIES 15.01, 15.02, 15.03, 15.04**

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**SAMPLE LEARNING ACTIVITIES**

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**PB 4 (Continued)**

1. Collect 10 employment advertisements. Analyze the wording of the advertisements. Discuss EOP (Equal Opportunity Employer). Discuss discrimination related to hiring practices. (G, ET: 30 min.)

2. Make a list of discriminatory practices in the workplace and suggest ways to change these practices. (G, ET: 30 min.)

3. Discuss how the United States has been affected by culturally diverse groups. Write a summary paragraph of the discussion. (G, ET: 1 hr.)

4. Discuss what molds a minority group. How many "official" minority groups are represented in the United States? How many people make up these groups? What percentage of the population of the United States is composed of minority groups? (G, ET: 30 min.)

5. Take a trip to a factory or a business where being a team member is necessary (Example: Toyota). Also, have a speaker or write for literature about the use of teams in the workplace. (.G, ET: 2 hrs.)

5. List products manufactured in the United States by culturally diverse groups. (G, ET: 20 min.)

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PB 5 (15.01, 15.02) (CR 7.04, 9.01, 9.06, 11.14, 12.03, 12.05, 12.06, 12.08, 13.02, 16.01)
Benchmark Task: Illustrate how different cultural backgrounds have influenced American music, art, values, and government structures.

(Basic content areas: Cultural melting pot; major immigration events in this country; cultural influences of music, art, and value systems; political influences)

1. List businesses or resources in Kentucky which are owned, operated, or influenced by different cultural groups; example, Chinese restaurants. (G, ET: 20 min.)

2. Discuss ways people from culturally diverse groups have influenced American history, art, music, values, and government structures. Create a collage illustrating this influence. (G, ET: 2 hrs.)

3. Discuss the term "melting pot," where the term comes from, and what it means. (G, ET: 25 min.)

4. Research immigration laws. What is an illegal alien? What categories are used for persons entering our country; example, Resident alien? (I, ET: 3 hrs.)

5. Discuss what a person from a foreign country must do to become an American citizen. (G, ET: 20 min.)

## COMPETENCIES 15.01, 15.02, 15.03, 15.04

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## SAMPLE LEARNING ACTIVITIES

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**PB 5 (Continued)**

6. Some say, "The United States should be more like a salad bowl and less of a melting pot." Discuss this statement, the pros and cons of each analogy, and implications for the country. (G, ET: 20 min.)

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**PB 6 (15.01, 15.02) (CR 9.02, 9.14, 11.11, 12.02, 12.03, 12.05, 12.06, 14.06)**
**Benchmark Task:** Investigate how people living in 3 different political systems might deal with controversial issues such as censorship, homelessness, crime, drug addiction, and child abuse.

(Basic content areas: Types of government, human rights issues, cultural effects on issues, individual and governmental responsibilities)

1. Select a country and read about customs and individual rights in that country. Write a paper discussing human rights issues in that country. (I, ET: 2 hrs.)
2. Create a panel or have speakers from foreign countries discuss ways foreign countries deal with crime, drug addiction, homelessness, and child abuse. (G, ET: 1 hr. 30 min.)
3. Compare similarities and differences of governments of 2 countries. (I, ET: 45 min.)
4. Working in pairs, prepare a 10-minute presentation discussing similarities and differences of 2 countries' governmental policies. (I & G, ET: 20 min.)
5. Research the system used to select leaders of 3 different countries. Discuss negative and positive aspects of each country's selection system. (I & G, ET: 1 hr.)

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## RESOURCES

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|---|---|
| Curriculum Associates. | Mosaics |
| Kentucky State Data Center<br>for Urban & Economic Research. | University of Louisville<br>(502) 588-7990 |
| Globe-Fearon. | Globe Multicultural Literature Collection |
| Lakeshore. | The Peoples of North America Series<br>Chelsa House Publishers |

## COMPETENCIES 15.01, 15.02, 15.03, 15.04

## SAMPLE LEARNING ACTIVITIES

| | |
|---|---|
| New Readers Press. | Math Stories<br>1) Addition, Subtraction<br>2) Multiplication, Division<br>3) Fractions, Decimals |
| Peoples Publishing Group, Inc. | The Peoples Multicultural Almanac |
| Steck-Vaughn. | A History of Multicultural America<br>Famous Black Americans |
| University Press. | NEW BOOKS FOR NEW READERS<br>Women Who Made a Difference |
| Encyclopedia | |
| Local television stations | |

## ADDITIONAL RESOURCES

## ADDITIONAL LEARNING ACTIVITIES

# Duty Area: CULTURAL DIVERSITY

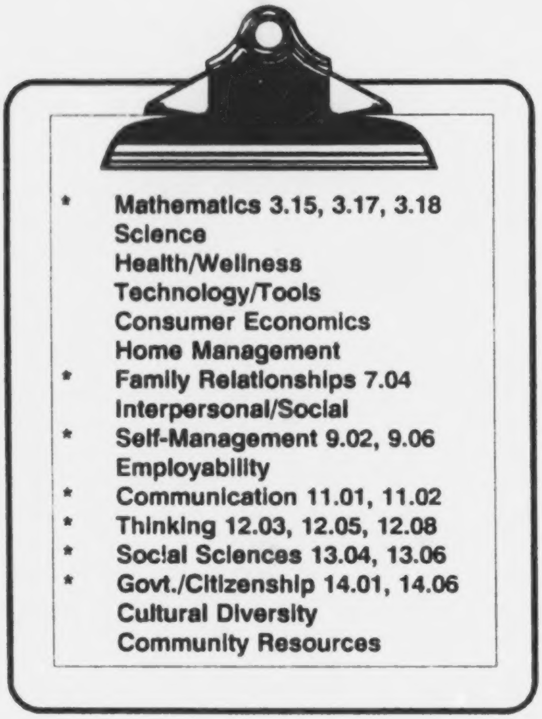
**KCBAE Level III**

Advanced Level

**COMPETENCIES:**

15.01 Demonstrate knowledge of major ethnic and cultural differences and customs
15.02 Exhibit awareness and respect for individual differences
15.03 Recognize discriminatory behaviors and practices in self and others and identify ways to alter such behavior
15.04 Recognize the negative effects of stereotyping by race, gender, culture, or religion

## RELATED SKILLS



* Mathematics 3.15, 3.17, 3.18
Science
Health/Wellness
Technology/Tools
Consumer Economics
Home Management
* Family Relationships 7.04
Interpersonal/Social
* Self-Management 9.02, 9.06
Employability
* Communication 11.01, 11.02
* Thinking 12.03, 12.05, 12.08
* Social Sciences 13.04, 13.06
* Govt./Citizenship 14.01, 14.06
Cultural Diversity
Community Resources

## PREREQUISITES

Advanced Reading Level
Some familiarity with use of metric measurement
Basic math skills

## PROGRESS BENCHMARKS

1. Identify different cultures, religions, ethnic origins, and major disabilities of people in the U.S.
2. Identify stereotypes and discriminatory practices related to different groups of people in the U.S.
3. Analyze the effects of stereotyping and discriminatory practices, identify federal laws aimed at reducing these practices and other ways to alter these behaviors
4. Write an essay giving different perspectives on an issue in the U.S. related to cultural diversity
5. Conduct research and prepare a report on the culture and related historical events of a foreign country
6. Compare different images people have of Native Americans--language, values, music, and art. Also contrast the presentation of Native Americans in today's movies versus early Western movies

## TERMINOLOGY

Terms that students should know or learn as part of this lesson.

Religion Stereotype Race Culture Customs Disability
(ADDITIONAL TERMS ON NEXT PAGE)

## REFLECTIONS

Persons of all genders, religions, ethnic heritages, and abilities have worthwhile contributions to make to our society. Awareness and appreciation of these contributions, past and present, help us to better understand and communicate effectively with one another.

**COMPETENCIES 15.01, 15.02, 15.03, 15.04**

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**TERMINOLOGY (Continued)**

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| | | | | |
|---|---|---|---|---|
| Diversity | Discrimination | Ethnic | Prejudice | Liters |
| English standard | Metrics | Grams | Meters | |
| American Disability Act | | | | |

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**SAMPLE LEARNING ACTIVITIES**

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PB 1 (15.01, 15.02) (CR 9.02, 9.14, 11.11, 12.02, 12.03, 12.05, 12.06, 13.03, 14.06)
Benchmark Task: Identify different cultures, religions, ethnic origins, and major disabilities of people in the United States.

(Basic content areas: Population diversity of the United States, major immigration waves into the United States, effects of diversity on the nation, Ellis Island and its place in U. S. history, other historical events related to immigration)

1. List as many religious, ethnic and cultural groups as you can that are represented in the U. S. (G, ET: 15 min.)
2. Watch or listen to national news programs. Identify all ethnic, cultural, and religious groups represented in the newscasts. (I, ET: Varies)
3. Keep a chart listing the number of times different ethnic groups, religions, and cultures are mentioned by the news media for a period of one week. (I, ET: Week)
4. Discuss the context in which ethnic, religious, or cultural groups are reported in the news and whether you believe any representations reflect stereotyping. (G, ET: 30 min.)
5. Look at the 1990 Census reports to see how people are categorized (i.e., income, county, and age). (G, ET: 20 min.)
6. Each day for a week, learn and discuss a new fact from The Peoples Multicultural Almanac (The Peoples Publishing Group Inc. Lakeshore) or similar resource. (I/G, ET: 30 min.)
7. Define disability and identify local community efforts to accommodate disabled persons. (I, ET: Varies)

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PB 2 (15.01, 15.03, 15.04) (CR 11.11, 12.05, 12.08, 14.07)
Benchmark Task: Identify stereotypes and discriminatory practices related to different groups of people in the United States.

(Basic content areas: Native Americans, Civil War, civil rights movements, World War II and Japanese stereotyping, postwar Japan, Cuban and Haitian immigrants, Vietnamese immigration, disabling conditions, age discrimination, gender discrimination)

**COMPETENCIES 15.01, 15.02, 15.03, 15.04**

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**TERMINOLOGY (Continued)**

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**PB 2 (Continued)**

1. Using the encyclopedia or other reference book, read and discuss the U. S. Constitution. Consider the effects the backgrounds of early settlers had on the content in the Constitution. (I & G, ET: 1 hr. 30 min.)

2. Read and discuss the Amendments to the Constitution. Make a list of the freedoms granted by the Bill of Rights. (I & G, ET: 1 hr.)

3. Read and discuss why people came to America and how these reasons affected the values of our country. (I & G, ET: 30 min.)

4. Read and discuss why the French and Indian War of 1754 was fought. (I & G, ET: 1 hr.)

5. Using the Peoples of North America Series or similar resource, write a report discussing the reasons for and results of the Civil War and World War II. (I & G, ET: 1 hr.)

6. In groups of 2 or more, discuss jobs traditionally male versus jobs traditionally female. (G, ET: 15 min.)

7. Locate information on women's salaries versus men's salaries. Make a graph or chart of the information. Is there a difference between salaries for men and women? What is the percentage difference? (G, ET: 30 min.)

8. In pairs, discuss what your parents and significant others say about people who are different from your family. Come together in a group to discuss. (I & G, ET: 25 min.)

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PB 3 (15.01, 15.03, 15.04 (CR 7.04, 12.04, 12.05, 12.06, 12.08, 13.02, 14.01, 14.07)
Benchmark Task: Analyze the effects of stereotyping and discriminatory practices, identify federal laws aimed at reducing these practices, and suggest other ways to alter these behaviors in the United States.

(Basic content areas: U.S. Bill of Rights, constitutional amendment for women's suffrage; religious persecution; Ku Klux Klan; Equal Rights Amendment; building codes for disabilities; American Disabilities Act; equal opportunity employment--age, gender, national origin, religion; sexual harassment; educational equity and access; physical and psychological barriers to equality)

1. Conduct research and write a skit that illustrates discriminatory practices and their effects on the community, state, and nation. (I & G, ET: 2 hrs. 30 min.)

2. Identify 5 federal laws intended to reduce discriminatory behavior. (I & G, ET: 1 hr.)

3. Discuss why some jobs are considered men's jobs and some women's jobs (i.e., nurses, teachers, doctors, lawyers). (I & G, ET: 15 min.)

**COMPETENCIES 15.01, 15.02, 15.03, 15.04**

**SAMPLE LEARNING ACTIVITIES**

PB 3 (Continued)

4. Interview male and female managers to find out differences in expectations, education, and pressures. (G, ET: 1 hr.)

5. Keep a notebook of articles from magazines and newspapers about sexual harassment or discrimination. (I, ET: Varies)

6. Listen to a presentation on the American Disabilities Act. For one-half of a day, assume a disability: tie one arm to the side, blindfold, or wear ear muffs to simulate loss of an arm, sight, or hearing. At the end of the activity, write a paragraph describing your feelings. (I or G, ET: 3 hrs.)

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PB 4 (15.01, 15.02) (CR 9.02, 11.01, 11.02, 11.09, 11.10, 12.03, 12.05, 12.08)
Benchmark Task: Consider the issue that schools in the United States should require all students to become fluent in English and another language because we live in a global society. Interview three individuals to get different perspectives on this issue. Write an essay giving the reasons for and against the requirement. Be specific with reasons and relate them to living in a global society.

(Basic content areas: Researching an issue, implications of a global society and cultural diversity, language barriers, English as a second language, world trade implications)

1. Invite to class someone who comes from a foreign country. Ask the person to discuss the difficulties of learning to communicate in the U. S. (G, ET: 1 hr.)

2. Invite to class someone who has traveled to a foreign country. Have him/her discuss barriers in customs, currency, and language. Discuss the advantages of knowing a foreign language. (G, ET: 1 hr.)

3. Learn the dollar equivalent of a foreign currency. Work math problems to convert to foreign currency and vice versa (e.g., 165 yen = $1). (I and G, ET: 30 min.)

4. Learn 3 or 4 phrases of a foreign language and try to get someone to understand what you are saying. (I & G, ET: Varies)

5. Select an issue related to cultural differences. Interview 3 individuals to get different perspectives on the issues. Prepare a summary of their comments. Tally comments and opinions where all 3 individuals agree and where they disagree. (I, ET: 2 hrs.)

6. Write an essay discussing the issue that you selected in PB 4, Activity 5, and the opinions which you gleaned from your interviews. (I, ET: 1 hr.)

**COMPETENCIES 15.01, 15.02, 15.03, 15.04**

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**SAMPLE LEARNING ACTIVITIES**

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PB 5 (15.01, 15.02) (CR 9.02, 9.06, 9.08, 11.02, 11.03, 11.08, 11.09, 11.11, 12.03, 12.08, 13.04, 13.06)
Benchmark Task: Select a country that interests you (other than the United States). Research the culture of the country. Learn as much as you can about the people who live there, their customs, national holidays, and historical events which have had a major influence on the people. Prepare an oral or written report about what you have learned.

(Basic content areas: Researching the geographic and cultural features of a nation, interpreting historical events, organizing and writing a report)

1. Over a period of one week, learn about customs, foods, holidays, and historical events in another country. Prepare an oral or written report about these influences. (I/G, ET: Varies)

2. Plan and prepare a food dish for a meal that is traditional in another country. (G, ET: 1 hr.)

3. Explain how geographical features of a country affect the people's cultures. Give examples of countries and cultures that illustrate this relationship. (G, ET: 20 min.)

4. Draw a map showing the geographic and cultural characteristics of another country. (I, ET: 45 min.)

5. Some foreign countries measure distances in kilometers instead of miles. Work problems converting kilometers to miles and vice versa. (I, ET: 30 min.)

6. What is the difference between the English standard and metric systems? Write a short paragraph explaining the difference and defending the system that you believe is the best. (I, ET: 45 min.)

7. Correspond with someone in a foreign country--by telephone, electronic mail, or by letter. tell about life in the U. S. and ask about life and customs in his/her home country. (I, ET: 30 min.)

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PB 6 (15.01, 15.02, 15.03, 15.04) (CR 9.02, 9.06, 11.03, 11.08, 11.09, 11.10, 11.11, 12.03, 12.05, 12.08, 13.02, 14.07)
Benchmark Task: Write a paper comparing the differing images of Native Americans. Include verbal language, body language, cultural values, music and art, and stereotypes. Examine the presentations of Native Americans in early Western movies and compare them with modern day portrayals such as "Dances with Wolves" or other current movies or television programs.

(Basic content areas: Early American history, Indian culture, media influence on stereotyping, gathering facts, making comparisons and inferences)

1. Without research, discuss American Indians. Write questions about what you would like to learn about their culture. (G, ET: 25 min.)

**COMPETENCIES 15.01, 15.02, 15.03, 15.04**

## SAMPLE LEARNING ACTIVITIES

PB 6 (Continued)

2. Read The American Indians (The Peoples of North America Series, Chelsa House Publishers) or a similar reference. (I, ET: Varies)

3. Write a paper comparing PB 6, Activity 1, beliefs and PB 6, Activity 2, facts. (I, ET: 40 min.)

4. View a movie such as "Dances with Wolves" portraying Indians. Write a summary of the characteristics of the customs and cultures portrayed in the movie. (G, ET: 4 hrs.)

5. Write a poem, song, or essay from the viewpoint of an Indian who lived during the period of the "Trail of Tears." Express the emotions you believe were felt by the Indian during that period when he/she was forced to travel to a reservation. (I, ET: 1 hr.)

## RESOURCES

| | |
|---|---|
| Chelsa House Publishers (Lakeshore). | Peoples of North America Series |
| The Peoples Publishing Group, Inc. (Lakeshore). | The Peoples Multicultural Almanac |
| Business & Legal Reports, Inc. (BLR). | Handicap Awareness & the ADA |

### Other Resource Materials

Encyclopedia

U. S. History books

Census

## ADDITIONAL RESOURCES

## COMPETENCIES 15.01, 15.02, 15.03, 15.04

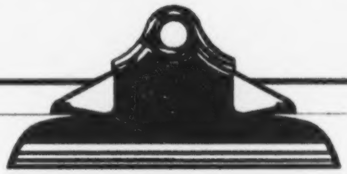
## ADDITIONAL LEARNING ACTIVITIES

# Duty Area: EMPLOYABILITY AND OCCUPATIONAL KCBAE Level I

Beginning Level

**COMPETENCIES:**
10.01 Demonstrate job-search skills
10.02 Identify information about job training opportunities
10.03 Explore career options and educational requirements

## RELATED SKILLS



- * Mathematics 3.17
- Science
- Health/Wellness
- Technology/Tools
- Consumer Economics
- Home Management
- Family Relationships
- Interpersonal/Social
- * Self-Management 9.02-9.06, 9.13
- Employability
- * Communication 11.03, 11.08
- * Thinking 12.03, 12.07
- Social Sciences
- Govt./Citizenship
- Cultural Diversity
- * Community Resources 16.01

## PREREQUISITES

Basic reading and writing skills
Telephone and questioning skills

## PROGRESS BENCHMARKS

1. Explore own interest, aptitudes, and skills
2. Identify available jobs in the community
3. Gather information about 3-4 jobs in the community
4. Locate sources of job training
5. Gather information about job training
6. Complete job shadowing experience

## TERMINOLOGY

Terms that students should know or learn as part of this lesson.

Yellow pages
Personal profile
Resume
Flow chart
Classified ads
Employment application
Cover letter
Aptitude

## REFLECTIONS

When you explore employment opportunities, many factors must be considered. It is very important to evaluate your aptitudes, interests, and physical endurance in the process of finding a job you would like. Using a rating scale for jobs increases your awareness of the importance of individual differences in determining job success. Self-confidence and self-awareness contribute to job success. Improve these attributes by expanding your knowledge, reinforcing your vocabulary, and participating in practical work experience.

**COMPETENCIES 10.01, 10.02, 10.03**

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**SAMPLE LEARNING ACTIVITIES**

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PB 1 (10.01) (CR 9.09, 11.01, 11.06, 11.07, 12.03, 12.05, 12.07, 12.08)
Benchmark Task: Complete a self-analysis of personal strengths, interests, and abilities and develop a personal profile.

(Basic content areas: Self-awareness, interests and hobbies, aptitude and interest assessments, skills gained through life experiences)

1. Make a list of your personal likes and dislikes. (I, ET: 20 min.)
2. Complete the computerized interest inventory and use the printout to develop a personal profile. (I, ET: 2 hrs.)
3. Complete the GATB or another aptitude test to determine aptitude areas. (I, ET: 1 hr.)
4. Obtain copies of resumes and discuss the different forms. (G, ET: 40 min.)
5. Prepare a resume. (I, ET: 1-2 hrs.)
6. Discuss job interviews and preparation for an interview. (G, ET: 30 min.)
7. Conduct mock interviews. Some local business people may serve as interviewers. (I, ET: Varies according to group size)
8. Discuss cover letters. Have students write cover letters for the mock interviews. (I/G, ET: 45 min.)

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PB 2 (10.01, 10.02) (CR 9.02, 9.04, 9.05, 9.06, 9.13, 11.03, 11.06, 11.07, 11.11, 12.02, 12.03, 12.05, 12.07, 16.01)
Benchmark Task: Identify types of jobs found in the local community using at least 3 sources of information. Make a list of the identified jobs, separating the jobs into categories of career fields. Select 3 jobs that interest you.

(Basic content areas: Locating job sources, career fields and occupational clusters, how to conduct career research)

1. Use the telephone directory to find names and addresses of local newspapers. (G, ET: 20 min.)
2. Discuss the definition of "classified ads." (G, ET: 10 min.)
3. Discuss ways classified ads are used. (G, ET: 20 min.)
4. Obtain copies of 3 area newspapers. Clip the ads for jobs and put them on note cards. Select 3 jobs that interest you. (G, ET: 1 hr.)

**COMPETENCIES 10.01, 10.02, 10.03**

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**SAMPLE LEARNING ACTIVITIES**

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**PB 2 (Continued)**

5. Write an invitation to the local Department of Employment Services office requesting a speaker to visit the class asking them to discuss available employment in your local area. (G, ET: 50 min.)

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**PB 3 (10.01, 10.02, 10.03) (CR 8.01, 9.01, 9.02, 9.05, 9.06, 11.01, 11.02, 11.03, 11.05, 11.07, 11.09,11.10, 11.11, 16.01)**
Benchmark Task: Make a list of questions about job responsibilities, working conditions, and requirements for employment for 3 jobs that interest you. Interview one person for each of 3 jobs using the questions. Make notes of their responses to your questions.

(Basic content areas: Conversational skills, constructing questions to gain information, using the telephone to arrange interview, taking notes, interpreting nonverbal cues)

1. Make a list of 3 jobs that might be available in your community that interest you. (I, ET: 20 min.)
2. List 4 different employers in your local area and the types of jobs available at each. (G, ET: 1 hr.)
3. Develop a list of questions about a job that interests you. (I, ET: 1-2 hrs.)
4. Fill out an employment application (Attachment A) for the job chosen in PB 3, Activity 3. (I, ET: 30 min.)
5. Identify three individuals in your community working in jobs in your interest area and interview these employees. (I, ET: 5-6 hrs.)
6. Write a summary of the three jobs using the information gathered in the interviews. (I, ET: 2 hrs.)

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**PB 4 (10.02, 10.03) (CR 9.01, 9.02, 9.06, 11.02, 11.03, 11.07, 11.11, 12.06, 16.01, 16.02)**
Benchmark Task: Identify sources of occupational preparation in your community or within a reasonable commuting distance. Make a list of the sources and the job training programs.

(Basic content areas: Locating information on educational programs, calculating distances, determining available transportation)

1. Obtain a map of your area (or state). (I, ET: 30 min.)
2. Make a list of occupational training sources in your area using sources such as newspapers and telephone directories. (I, ET: 2-3 hrs.)

**COMPETENCIES 10.01, 10.02, 10.03**

**SAMPLE LEARNING ACTIVITIES**

PB 4 (Continued)

3. Use maps to calculate distances from your home to the nearest Kentucky Tech, college, or other job training site. (I, ET: 20 min.)

4. Write directions from your home to the nearest occupational preparation program. (I, ET: 1 hr.)

5. Write the local Chamber of Commerce to obtain public transportation route information. (I, ET: 30 min.)

6. Identify types of public transportation that are available in your area. (I and G, ET: 45 min.)

7. Assume that you are attending a particular job training program. Make a schedule for the day (type of transportation, distance, estimated time for departure and arrival). (I, ET: 1-2 hrs.)

PB 5 (10.02) (CR 4.03, 8.01, 8.02, 9.01, 9.02, 9.06, 11.01, 11.02, 11.05, 11.07, 11.08, 11.09, 11.11, 11.12, 12.03, 16.01)
Benchmark Task: Arrange a tour of a Kentucky Tech, community college, or other post secondary school near you that offers job training. Collect information about the programs in the institution that interests you. Obtain a copy of admission requirements and school application forms and procedures.

(Basic content areas: Sources of information about educational programs, using the telephone directory and the telephone, conversational skills, asking questions, interpreting information)

1. Use a telephone directory to make a listing of area vocational schools, colleges, and job training centers. (I and G, ET: 1 hr.)

2. Invite guest speakers from the area vocational schools, colleges, and job training centers. (G, ET: 1-2 hrs.)

3. Write and/or visit area vocational schools, colleges, and job training centers and request information packets concerning areas that interest you. (G, ET: 1-2 hrs. in class or 3-4 hrs. out of class)

4. Arrange an "Information Fair" to share information obtained from area colleges, vocational schools, and job training centers. (G, ET: 2-3 days)

5. Write a summary of the information that has been collected about your particular area of interest (i.e., type of training, requirements, related occupations, salary, outlook for the future). (I, ET: 3-4 hrs.)

**COMPETENCIES 10.01, 10.02, 10.03**

## SAMPLE LEARNING ACTIVITIES

**PB 6 (10.01, 10.03) (CR 4.03, 8.01, 8.03, 11.01, 11.02, 11.05, 11.07, 11.09, 11.10, 11.11, 16.01)**
**Benchmark Task:** Arrange a shadowing experience with an employee working in a job that corresponds with your interests and strengths.

(Basic content areas: Analyzing interests and abilities, deciding how aptitudes and interests match available jobs, locating information on employees in similar jobs, telephone skills, conversational skills)

1. Identify a job in your community that interests you. (I, ET: 30 min.)
2. Contact the employer by letter or phone requesting a day's visit to the business. (I, ET: 45 min.)
3. Make a "flow chart" showing the day's activities of the employee you are observing on the job. (I, ET: 1-2 hrs.)
4. Make a list of questions to ask the employee about the job that interests you. Interview the employee at a convenient time remembering not to interfere with the employee's work schedule. (I, ET: 3-4 hrs. in class and out of class)
5. Write a "thank you" letter to the business you visited and to the employee you "shadowed." (I, ET: 25 min.)
6. Write a paragraph about the day's observation activities--tell whether or not you are still interested in the job. (I, ET: 45 min.)

## RESOURCES

LOCAL NEWSPAPERS

TELEPHONE DIRECTORIES

| | |
|---|---|
| Contemporary Books. | Reading Skills That Work--A Functional Approach for Life and Work |
| Fearon/Janus/Quercus. | The Job Box |
| Curriculum Associates. | Stop and Think About Job Success |
| Family Dollar. | Employment Application |
| Lakeshore Lifeskills. | The Competency Lab |

**COMPETENCIES 10.01, 10.01, 10.03**

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## RESOURCES (Continued)

| | |
|---|---|
| South-Western Publishing Co. | Career Planning and Development<br>Finding and Holding a Job<br>Getting a Job Process Kit |
| | **Computer Software** |
| | IBM PC Compatible |
| Spinnaker Software. | Better Working Resume Kit ($45) |
| Queue. | Vocabulary for the World of Work ($49.95) |
| ACT Education Technology Center. | Discover for Colleges and Adults<br>(Interest Inventory) |
| | **Video Films** |
| Films for the Humanities and Science. | Out of Work ($149)<br>Problems of Working Women ($89.95) |

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## ADDITIONAL RESOURCES

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## ADDITIONAL LEARNING ACTIVITIES

# Application for Employment

**Please print using a pen or type.**

**APPLICATION DATE:** ________

==========================================================

**PERSONAL DATA:**

**NAME (Last name, first, middle initial)**

**HOME ADDRESS (Street, City, State, and Zip Code)**

**HOME TELEPHONE NUMBER**

**BIRTHDATE**

**DO YOU HAVE RELATIVES WHO WORK FOR THIS COMPANY? (If yes, give the name and where they are employed.)**

**HAVE YOU EVER BEEN CONVICTED OF A FELONY? (If yes, explain)**

==========================================================

**EMPLOYMENT DATA:**

**POSITION FOR WHICH YOU ARE APPLYING**

**HOW DID YOU LEARN ABOUT THE VACANCY?**

**CHECK THE DESIRED EMPLOYMENT STATUS**

____ **Full time** ____ **Part time**

**DATE AVAILABLE FOR EMPLOYMENT**

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EDUCATIONAL BACKGROUND:

CIRCLE THE HIGHEST GRADE ATTENDED

Elementary 9 10 11 12 13 14 15 16 or more

NAME AND ADDRESS OF HIGH SCHOOL ATTENDED

DID YOU GRADUATE FROM HIGH SCHOOL? IF YES, GIVE THE DATE.

MILITARY, TECHNICAL, OR VOCATIONAL SCHOOL(S) ATTENDED

| School | Location | Dates | Major | Certificate/Diploma |
|---|---|---|---|---|

COLLEGE OR UNIVERSITY ATTENDED

| School | Location | Dates | Major | Degree |
|---|---|---|---|---|

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OCCUPATIONAL SKILLS:

PLEASE LIST SPECIAL SKILLS THAT PERTAIN TO THE POSITION FOR WHICH YOU ARE APPLYING

PREVIOUS WORK EXPERIENCE:

| Company and Address | Immediate Supervisor | Type of Position | Dates Employed |
|---|---|---|---|

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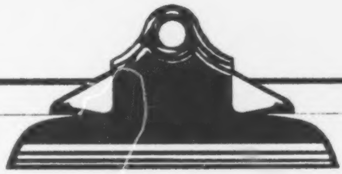
I verify that all statements made on this application form are correct.

APPLICANT'S SIGNATURE________________________

# Duty Area: EMPLOYABILITY AND OCCUPATIONAL KCBAE Level II
Intermediate Level

**COMPETENCIES:**
10.01 Demonstrate job-search skills
10.02 Identify information about job training opportunities
10.03 Explore career options and educational requirements

## RELATED SKILLS



Mathematics
Science
* Health/Wellness 2.12
* Technology/Tools 4.01
Consumer Economics
Home Management
Family Relationships
* Interpersonal/Social 8.01, 8.02
* Self-Management 9.01, 9.02
Employability
* Communication 11.01, 11.02
* Thinking 12.02, 12.03, 12.07
* Social Sciences 13.01, 13.02
Govt./Citizenship
Cultural Diversity
Community Resources

## PREREQUISITES

Basic writing skills
Good penmanship or keyboarding skills
Basic reading and thinking skills

## PROGRESS BENCHMARKS

1. Interview an employer in a career field of interest
2. Practice job interview skills
3. Prepare a resume
4. Compare your skills and abilities with those required for a current job opening
5. Complete an application form
6. Describe the process for securing a job, including job interview techniques

## TERMINOLOGY

Terms that students should know or learn as part of this lesson.

Convicted
Physical defects
Misdemeanor
Felony
Bonded
Fringe benefits
Extracurricular activities
Application letter
Interview
Disabilities
Resume
References
Marital status
Authorize
Application
Body language

## REFLECTIONS

The right path to a job involves many activities. In this unit you will learn to identify and locate specific jobs that appeal to you; to complete the official papers, such as an application and resume which are required to apply for a job; and to prepare and conduct yourself in the job interview. Success in obtaining a job depends upon preparation and planning for the job that matches your assets and abilities.

**COMPETENCIES 10.01, 10.02, 10.03**

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**SAMPLE LEARNING ACTIVITIES**

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**PB 1 (10.01, 10.03) (CR 4.03, 8.01, 9.01, 9.02, 9.06, 9.08, 9.11, 11.01, 11.02, 11.03, 11.05, 11.07, 11.09, 12.03, 16.01)**
**Benchmark Task:** Interview an employer in a career field that interests you. Develop a list of questions to ask related to personal traits, educational and job skills that he or she looks for when interviewing job applicants.

(Basic content areas: Using conversational skills, constructing questions to gain information, arranging an interview by telephone, taking notes, interpreting nonverbal cues)

1. Make a list of employers in your local area that employ individuals in a career field that interests you. Contact at least 3 employers and obtain the name and phone numbers of the persons responsible for interviewing and selecting job applicants. Ask for job descriptions and qualifications for the jobs that interest you. (I, ET: 1 hr.)

2. Identify the personal traits, educational requirements, and job skills that you think are required for the careers which interest you. (I, ET: 20 min.)

3. Make a list of the assets (personal traits, educational requirements and job skills) that you have that are needed for the jobs as identified by the job descriptions obtained from employers in Activity 1. (I, ET: 20 min.)

4. Discuss basic personal traits that all employers look for in prospective employees. (G, ET: 20 min.)

5. Locate 3 newspaper ads for jobs. Make a list of questions you would ask if you were interviewing someone applying for the job. Include questions about personal traits, education, and job skills. (I, ET: 1 hr.)

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**PB 2 (10.01) (CR 8.01, 11.01, 11.02, 11.05, 11.07, 11.09)**
**Benchmark Task:** Participate in a simulated job interview with a classmate. Work with the classmate to prepare a list of interview questions and then practice interviewing each other and critiquing each other's responses and behavior.

(Basic content areas: Developing types of interview questions, preparing for an interview, conducting an interview, responding to interview questions, practicing correct speaking skills, developing conversational skills, recognizing nonverbal language)

1. Identify basic rules for a good job interview. (G, ET: 30 min.)

2. Make a list of at least 5 things that you should do and 5 things that you should not do at an interview. (I, ET: 20 min.)

3. Discuss personal appearance and body language for an interview. (G, ET: 30 min.)

**COMPETENCIES 10.01, 10.02, 10.03**

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**SAMPLE LEARNING ACTIVITIES**

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**PB 2 (Continued)**

4. Instruct 2 students to demonstrate a good and a bad interview. Critique each interview and make suggestions for improvement. (G, ET: 30 min.)

5. Make a list of questions to ask a job applicant. Develop another list of questions a job applicant might ask an interviewer. Practice a job interview with another student. (G, ET: 40 min.)

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**PB 3 (10.01) (CR 4.03, 9.05, 11.03, 11.06, 11.07, 12.03, 12.05)**
Benchmark Task: Prepare a resume outlining a career goal, experiences, and activities which are job relevant.

(Basic content areas: Self-analysis, resume formats, writing skills, proofreading skills)

1. Discuss guidelines for preparing a good job resume. (G, ET: 20 min.)

2. Make a list of the major areas to include on a resume. (I, ET: 15 min.)

3. Prepare a draft copy of a job resume using the guidelines discussed. (I, ET: 30 min.)

4. Review another student's or a friend's resume. Write 5 questions you would ask him/her in an interview. Discuss these questions with the student/friend. (G, ET: 20 min.)

5. Identify 5 questions you think an interviewer will ask you based on your resume. Plan your answers to these questions. (I, ET: 15 min.)

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**PB 4 (10.01, 10.03) (CR 11.03, 11.06, 11.07, 11.08, 11.09, 11.11, 12.02, 12.03, 12.08)**
Benchmark Task: Identify a job opening from a newspaper advertisement. Write a letter of application explaining why your skills, abilities, and experiences meet the qualifications for the job. Request a job interview.

(Basic content areas: Letter format, letter writing with the "you" approach, proofreading skills, sentence and paragraph construction)

1. Identify 5 basic tips for writing a good application letter. Talk about the importance of the letter. (G, ET: 15 min.)

2. Working with another student, develop a checklist that identifies the information to include in a letter of application. (G, ET: 10 min.)

3. Read sample letters of application. Critique the letters for clarity and completeness. (I, ET: 45 min.)

**COMPETENCIES 10.01, 10.02, 10.03**

**SAMPLE LEARNING ACTIVITIES**

PB 4 (Continued)

4. Given a classified ad for a job, write a letter of application for the job. (I, ET: 45 min.)
5. Exchange your letter of application with another student. Review the letter with the checklist developed in PB 4, Activity 2. (G, ET: 20 min.)

PB 5 (10.01) (CR 11.03, 11.06, 11.07, 11.08, 11.09, 12.03, 12.07)
Benchmark Task: Obtain 2 copies of a job application form from a local business. Complete the application form and have it reviewed first by a classmate and then by the instructor. Complete the second form making corrections and following suggestions given by the reviewers.

(Basic content areas: Organizing information, filling out forms, writing legibly, constructing sentences, following directions)

1. Discuss the parts of a job application. Develop a list of tips for completing a job application. Talk about the importance of preparing a proper job application. (G, ET: 20 min.)
2. Identify at least 5 common problems a reader often has with a job application completed by an applicant. Suggest ways to correct these problems. (I, ET: 15 min.)
3. Compile a list of words used on an application form. Write the correct meaning for each word. (I, ET: 45 min.)
4. Contact 3 possible employers. Request copies of their job applications. Compare the 3 applications. List any differences found on the job applications. (I, ET: 60 min.)
5. Practice completing a job application neatly and accurately. Proofread your work and have another student proofread the application for accuracy and completeness. (I/G, ET: 45 min. - 1 hr.)

PB 6 (10.01, 10.03) (CR 8.02, 9.01, 9.02, 9.06, 11.02, 11.03, 11.06, 11.07, 11.08, 11.09, 11.11, 12.03, 12.08, 16.01)
Benchmark Task: Given a notice of an employment opportunity in your career field, write a paper identifying the process that you would go through in seeking this job. Assume that you are called for an interview.

(Basic content areas: Locating possible employers, reviewing job requirements in a selected career field, practicing proper interviewing skills)

1. Locate 3 companies that your are interested in working for in your career field and obtain information about those companies. (I, ET: 1 hr.)

## COMPETENCIES 10.01, 10.02, 10.03

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## SAMPLE LEARNING ACTIVITIES

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PB 6 (Continued)

2. Review the job requirements and expectations (personal traits, education, job skills) required for your career field. (I, ET: 20 min.)

3. Identify the official papers necessary for applying for a position and describe in detail the essential elements or parts of this paper work. (I, ET: 45 min.)

4. Compile a list of do's and don'ts when applying for a job. (I, ET: 30 min.)

5. Explain to a fellow classmate the way that one should prepare and handle an interview in order to be employed. (G, ET: 20 min.)

6. Using your anticipated monthly expenses, determine your annual expenses. How high would your annual salary have to be for you to be able to meet your expenses? (I, ET: 45 min.)

7. Look in your local want ads and choose 3 different jobs. Determine these 3 variables for each job. 1) Where is the business located? 2) Where would you park for an interview? 3) How long would it take to get to each job? If you made an appointment for an interview at 8:00 A.M. at each of these jobs and wanted to arrive 10 minutes early, decide what you would need to do to arrive 10 minutes early for an interview. (I, ET: 45 min.)

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## RESOURCES

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| | |
|---|---|
| Southwestern Publishing Co. | 1) Career Planning and Development<br>2) Finding and Holding a Job<br>3) Applying and Interviewing for a Job |
| Steck-Vaughn Publishing Co. | How to Get a Job and Keep It |
| JIST Works, Inc. | 1) Your Career--Thinking About Jobs and Careers, Career & Life Skills Series<br>2) Career Preparation: getting the Most From Training and Education |
| Media Materials, Inc. | Getting A Job Series.<br>1) "Preparing for a Job"<br>2) "The Help-Wanted Ads"<br>3) "Applying for a Job"<br>4) "The Job Application"<br>5) "The Job Interview" |

**COMPETENCIES 10.01, 10.02, 10.03**

**RESOURCES (Continued)**

Newspapers

Telephone directories

**ADDITIONAL RESOURCES**

**ADDITIONAL LEARNING ACTIVITIES**

# Duty Area: EMPLOYABILITY AND OCCUPATIONAL KCBAE Level III
Advanced Level

**COMPETENCIES:**

10.01 Demonstrate job-search skills
10.02 Identify information about job training opportunities
10.03 Explore career options and educational requirements
10.04 Describe employee/employer rights and responsibilities
10.05 Demonstrate knowledge of work maturity skills

## RELATED SKILLS

* Mathematics 3.01, 3.02, 3.03
Science
* Health/Wellness 2.11, 2.12
Technology/Tools
* Consumer Economics 5.01, 5.04
Home Management
* Family Relationships 7.02
* Interpersonal/Social 8.01, 8.02
* Self-Management 9.01, 9.05
Employability
* Communication 11.01, 11.02
* Thinking 12.02, 12.05, 12.07
Social Sciences
* Govt./Citizenship 14.02
Cultural Diversity
* Community Resources 16.01

## PREREQUISITES

Computation of whole numbers, fractions, decimals, and percents
Interpretation of charts, tables, and graphs
Communication through listening, speaking, and writing
Thinking skills

## PROGRESS BENCHMARKS

1. Locate job sources and requirements
2. Compare job requirements with personal interests
3. Conduct exploration of an occupational interest
4. Assess personal skills related to career interest
5. Prepare for job interview
6. Develop a plan for career advancement

## TERMINOLOGY

Terms that students should know or learn as part of this lesson.

Networking
Discrimination
Fringe benefits
Resume
Gross wages
Responsibilities
Insurance
Sexual harassment
Take-home pay
Application letter
Contract
Performance review
Taxes
Honesty with effort
Deductions
Job application
Commission
Budget
Taxes
Mentoring
Job interview
Right to privacy
Honesty with time
Cover letter
Rights
Safe workplace

## REFLECTIONS

In a time when jobs and society are rapidly changing, the ability to make career choices and find job opportunities becomes crucial. By identifying personal characteristics and experiences, exploring areas of occupational interest, engaging in a career decision-making process, exploring sources of information about jobs and training programs, increasing application and interview skills, and developing work maturity skills–one can learn to make career choices and find, get, and keep a job.

**COMPETENCIES 10.01, 10.02, 10.03, 10.04, 10.05**

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**SAMPLE LEARNING ACTIVITIES**

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PB 1 (10.01, 10.03) (CR 11.01, 11.02, 11.07, 11.08, 11.11)
Benchmark Task: Contact the Department for Employment Services and ask about the kinds of employment tests required for jobs in the local community.

(Basic content areas: Information on major employment tests, community employment practices, research skills, oral and written communication, accessing community resources, computer/typewriter skills)

1. Develop a work-related vocabulary. Keep an ongoing list with definitions, compiled throughout the various learning activities. (I, ET: 30 min.)
2. Discuss ways that jobs are found and what works best. Interview at least five people and ask them how they got their jobs. Compile a networking list of all community resources mentioned. (I or G, ET: 1 hr.)
3. Contact the Department for Employment Services to have a speaker come to class and talk about types of tests used in job searches. Also, discuss skills needed in getting a job. (G, ET: 1-1 hr. 30 min.)
4. Research and list employment opportunities in the community, county, and state, utilizing government reports found at the public library, Chamber of Commerce, Department for Employment Services, employment agencies, and other resources. (I or G, ET: 3 hrs.)
5. Translate want ads in the classified sections of newspapers and reply to these ads by making simulated telephone calls in pursuit of information or job interviews. (I or G, ET: 1 hr.)
6. Discuss and list personal information required when applying for a job. (G, ET: 15 min.)
7. Have a speaker from a local employment agency discuss local employment practices. (G, ET: 1 hr.)
8. Practice filling out job applications and writing letters of application, resumes, and cover letters. (I, ET: 4 hrs.)
9. Discuss employment tests: types (aptitude, skill, personality, or adjustment), why the tests are given, and how to prepare. (G, ET: 15 min.)

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PB 2 (10.01, 10.02, 10.03, 10.04) (CR 7.02, 8.01, 9.01, 9.02, 9.05, 9.06)
Benchmark Task: Volunteer for a few days work in an occupational field that interests you. After the experience, write your impressions of the job duties and responsibilities, the positive and negative aspects of the job and how the career field would fit or would not fit you. Include a description of how you see the rights and responsibilities of the employee and the employer.

(Basic content areas: Life-long learning skills, self-analysis of skills and interests, identification of employee-employer rights and responsibilities, decision-making skills, examination of life stages)

**COMPETENCIES 10.01, 10.02, 10.03, 10.04, 10.05**

**SAMPLE LEARNING ACTIVITIES**

**PB 2 (Continued)**

1. Examine one's life stages in terms of roles, abilities, experiences, and personal characteristics as reflected in work, school, and leisure. Select some examples of jobs that might fit these characteristics and skills. (I, ET: 1 hr.)
2. Complete a career interest survey (inventory) and analyze the results. The survey should include interests and values, both work-related and personal abilities. (I, ET: 2 hrs.)
3. Select two or three areas of occupational interest based on availability and career survey. Compile a list of area workplaces in chosen occupations. (I, ET: 1 hr.)
4. Attend a career fair to explore and ask questions pertaining to chosen occupations. (G, ET: 2-3 hrs.)
5. Identify and discuss employee and employer rights and responsibilities such as safe workplace, freedom from sexual harassment, discrimination, right to privacy, honest with time and effort, and contracts. (G, ET: 1 hr.)

**PB 3 (10.02, 10.03) (CR 3.16, 3.17, 5.04, 8.01, 8.02, 9.01, 9.05, 9.06, 11.01, 11.02, 12.02, 12.05, 12.07, 14.02)**
**Benchmark Task:** Locate a mentor in a career field of interest. Communicate frequently with the individual to learn more about job opportunities and requirements in the field.

(Basic content areas: Mentoring, research skills for job opportunities and requirements in a career field, oral communication, interpretation of data and charts, critical thinking, budgeting, accessing community resources, decision-making)

1. Discuss resources for occupational exploration. Make predictions and then research the job duties and responsibilities of chosen occupations using materials such as Occupational Outlook Handbook and Futures. (I or G, ET: 2 hrs.)
2. Choose one occupation of interest and research the skills required to perform the job, the necessary training and prerequisite courses, the market trends for this occupation, and average income. (I, ET: 2 hrs.)
3. Discuss gross wages, taxes, insurance, deductions (required and optional), take-home pay, fringe benefits, and commission or bonus opportunities. Examine sample tax charts, insurance premiums, and paycheck statements. Determine take-home pay for mock jobs with varying deductions. (I and G, ET: 3-4 hrs.)
4. Explore the impact of one's chosen career on lifestyle, including effects on leisure time, working conditions, personal and monetary benefits, and anticipated expenses. (I and G, ET: 1 hr.)
5. Discuss what is included in income and expenses. Prepare a monthly family budget based on present income and expenses. Then prepare a budget with estimated income

**COMPETENCIES 10.01, 10.02, 10.03, 10.04, 10.05**

**SAMPLE LEARNING ACTIVITIES**

PB 3 (Continued)

from the chosen occupation minus deductions and any new expenses. (I and G, ET: 3-4 hrs.)

6. Compile a listing of people in the community in one's chosen occupation. (I, ET: 45 min.)

7. Discuss mentoring: What is it? Who is involved? How to get started? (G, ET: 30 min.)

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PB 4 (10.01, 10.05) (CR 9.01, 9.02, 9.05, 9.06, 11.01, 11.02, 11.04, 12.02, 12.03, 12.05)
Benchmark Task: Identify a personal or vocational skill that would help you succeed in your chosen field of work. Formulate a plan to develop that skill.

(Basic content areas: Assessment of one's skills, research of career field, problem-solving, critical thinking, oral communication, accessing opportunities for self-development)

1. Compile a thorough list of present skills including working with people, working with data, and working with things. (I, ET: 1 hr.)

2. Identify skills required to obtain a job and perform in a chosen occupation. (I, ET: 30 min.)

3. Identify possible obstacles to obtaining required skills and discuss appropriate solutions. (I and G, ET: 1 hr.)

4. Identify sources for job training in a chosen career. List requirements, location, cost of each, and financial aid available. (I or G, ET: 2 hrs.)

5. Contact one's mentor to discuss vocational school versus college, apprenticeship versus on-the-job training versus further formal education. (I, ET: 1-2 hrs.)

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PB 5 (10.01, 10.03, 10.04) (CR 8.01, 9.01, 9.12, 11.01, 11.02, 11.04, 11.05, 11.09)
Benchmark Task: Students will participate in a mock interview with a personnel manager from a local business. Students will also learn what businesses want most when hiring new employees.

(Basic content areas: Problem solving for employer expectations, critical thinking, verbal and non-verbal communication and behaviors for interviewing, written communication, self-control and responsibility)

1. Discuss reasons why employers believe the job interview is an important aspect of selecting an employee. (I and G, ET: 30 min.)

COMPETENCIES 10.01, 10.02, 10.03, 10.04, 10.05

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SAMPLE LEARNING ACTIVITIES

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PB 5 (Continued)

2. Identify possible questions an interviewer might ask and effective responses. Brainstorm questions the applicant may want to ask of the employer. List questions an applicant does not have to answer. (I and G, ET: 30 min.)

3. Brainstorm and list what you should and should not do (verbal and non-verbal) during a job interview. Compare this list to published "do's and don'ts" for job interviewing. (I and G, ET: 30 min.)

4. Form groups of three (applicant, employer, observer) to role play the job interview. Change roles until everyone has been the applicant. After role playing, discuss the interview from each point of view, referring to the "do's and don'ts" list. (G, ET: 1 hr.)

5. Do mock interviews with a local business person or the school director. (I, ET: 15-20 min./student)

6. Discuss and practice writing follow-up thank-you letters to interviewers. (I and G, ET: 1 hr.)

7. Use a community resource person to demonstrate dressing and grooming for successful interviews. (G, ET: 1-2 hrs.)

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PB 6 (10.02, 10.03, 10.05) (CR 8.02, 9.01, 9.02, 9.05, 9.06, 9.08, 9.13, 11.01, 11.02, 11.03, 11.04, 11.07, 11.08, 11.10, 12.02, 12.03, 12.05, 12.08)
Benchmark Task: If you are currently working, prepare a career development plan showing areas for improvement and advancement. Also, set a timetable and strategies to achieve the plan. Consider work maturity skills such as how leave time is managed, absenteeism, and cooperation with fellow workers as well as specific occupational skills.

(Basic content areas: Problem-solving, self-reliance, life-long learning, setting priorities, evaluating personal skills and goals, adaptability, listening skills, work maturity skills, verbal communication, decision-making for plan of action with strategies and time targets)

1. Identify and list present job responsibilities and employer obligations. (I, ET: 30 min.)

2. Describe and discuss the effects on everyone of not living up to employee-employer obligations. (G, ET: 15 min.)

3. Identify potential problem areas on the job: getting started, dealing with authority, health and safety, co-worker relations, unfair demands, making mistakes, unclear instructions, absenteeism, sexual harassment, managing time, and pay scales. Discuss these areas from your own experiences and analyze possible solutions for each. (G, ET: 1 hr.)

4. Discuss the importance of giving and receiving criticism in a job situation. Practice positive responses to criticism, and role play an evaluation session between an employer and worker. (G, ET: 30 min.)

**COMPETENCIES 10.01, 10.02, 10.03, 10.04, 10.05**

## SAMPLE LEARNING ACTIVITIES

PB 6 (Continued)

5. Discuss what makes a worker promotable. List "do's and don'ts" for getting promoted. Role play asking for a promotion. (G, ET: 30 min.)
6. Fill out a sample Employee Evaluation (Performance Review) Form about oneself identifying strengths, weaknesses, and successful work habits. (I, ET: 30 min.)
7. Re-evaluate personal job skills, goals, habits, and attitudes. Do this in narrative written form. (I, ET: 1 hr.)

## RESOURCES

| | |
|---|---|
| KY Council on Higher Education. | Futures, Your Guide To Life After High School |
| U.S. Government Printing Office. | Occupational Outlook Handbook |
| KY Dept. for Adult Education & Literacy. | Getting There: A Curriculum for Rural JOBS Participants |
| KY Higher Education Assistance Authority. | Getting In<br>Affording Higher Education<br>Adults Returning To School |
| CFKR Career Materials. | JOB-O |
| American Guidance Service. | Harrington-O'Shea Career Decision-Making System |
| Fearon, Janus, Quercus. | The Janus Employability Skills Program<br>Ablest Plus--An APL Program |
| Walch. | Basic Living and Job Skills |
| Education Associates. | The Job World |
| Educational Design. | Survival Skills for the World of Work<br>Job Search |
| Contemporary Books. | Work-Wise<br>Ready to Work<br>You're Hired, Book 1 and Book 2 |

**COMPETENCIES 10.01, 10.02, 10.03, 10.04, 10.05**

## RESOURCES (Continued)

| | |
|---|---|
| South-Western Publishing Co. | Finding and Holding a Job<br>Career Planning and Development<br>Applying and Interviewing for a Job |
| New Readers Press. | The Working Experience<br>Speaking Up at Work |
| Ten Speed Press. | A Practical Manual for Job-Hunters and Career-Changers: What Color is Your Parachute? |
| Impact Publications. | High Impact Resumes and Letters<br>The Best Jobs for the 1990's and Into the 21st Century<br>Interview for Success<br>Dynamite Answers for Interview Questions<br>Job Hunters' Sourcebook<br>The Career Self-Assessment Kit |
| Glencoe. | Succeeding in the World of Work |

## ADDITIONAL RESOURCES

## ADDITIONAL LEARNING ACTIVITIES

# Duty Area: FAMILY RELATIONSHIPS

KCBAE Level I

Beginning Level

**COMPETENCIES:**

7.01 Identify positive and negative family characteristics
7.02 Identify human life cycle stages
7.03 Demonstrate knowledge of parenting skills
7.04 Discuss different family structures

## RELATED SKILLS

- * Mathematics 3.18
- * Science 1.05
- * Health/Wellness 2.02, 2.07, 2.09
- Technology/Tools
- Consumer Economics
- Home Management
- Family Relationships
- * Interpersonal/Social 8.01-8.04
- * Self-Management 9.01-9.09, 9.11
- Employability
- * Communication 11.01-11.03
- * Thinking 12.01-12.06, 12.08
- * Social Sciences 13.04
- * Govt./Citizenship 14.03, 14.05
- * Cultural Diversity 15.01-15.04
- * Community Resources 16.01

## PREREQUISITES

Listening
Verbal communication
Written communication
Comprehension of written materials
Research skills
Teamwork skills for group work
Problem-solving

## PROGRESS BENCHMARKS

1. Compare roles, rights, and responsibilities of family members
2. Identify coping strategies for family crises
3. Describe adjustments required for different stages of family life
4. Determine appropriate conflict resolution strategies
5. Compare family life in different cultures
6. Discuss the special needs of adolescents

## TERMINOLOGY

Terms that students should know or learn as part of this lesson.

| | |
|---|---|
| Family structures: | Nuclear, extended, single parent, blended, foster, adoptive, step, childless couple, single person |
| Family life cycles: | Beginning, expanding, developing, launching, middle years, aging |
| Family functions: | Protective, recreation, religious, economic, nurturance, love, affection |

Functional family    Dysfunctional family    Crisis    Empty nest

## REFLECTIONS

People have lived in families since the beginning of time. The family represents the foundation of all successful world cultures. Types of families and their roles have changed over the years, but the family remains the center of human life. Living in a strong family requires effort from all members. You will explore the many types of families, the family members' rights and responsibilities, the handling of family crises, child growth and development, parenthood, and families in other countries. Your study may help to bring strength to your own family.

**COMPETENCIES 7.01, 7.02, 7.03, 7.04**

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## SAMPLE LEARNING ACTIVITIES

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PB 1 (7.04) (CR 2.11, 3.18, 12.03, 12.03, 12.05, 12.08, 15.02)
Benchmark Task: Make a chart that shows roles, rights, and responsibilities of family members.

(Basic content areas: Family relationships, family member responsibilities, different family structures)

1. Create your own definition of family. Explain how this definition is suitable for some purposes and unsuitable for others. (G, ET: 30 min.)
2. Given a list, match family structures with definitions (PB 1, Activity 2, Attachment A). (I, ET: 15-30 min.)
3. Cite television programs or movies which depict various family structures. (See PB 1, Activity 3, Attachment A for examples.) (G, ET: 30 min.)
4. Identify and list functions of the family; e.g., protective, recreation, religious, economic, love and affection, and nurturance. (G, ET: 15 min.)
5. List family members' roles and responsibilities. Discuss how the functions of the family determine family members' roles and responsibilities. (G, ET: 30-45 min.)
6. Discuss functional and dysfunctional families. Discuss family rights. Why are these family rights important? (G, ET: 30-45 min.)

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PB 2 (7.01) (CR 2.07, 8.02, 9.06, 11.02, 11.11, 12.05, 16.01)
Benchmark Task: Identify a family crisis situation. Talk with a resource person who can provide information about coping with such a family crisis. Examples: a family counseling agency, financial counselor, social worker, spouse abuse center, substance abuse center, or other human services agency. List at least three coping strategies appropriate to the situation.

(Basic content areas: Dealing with crisis situations and conflicts, practicing conflict resolution, locating family counseling)

1. Think of one conflict you had with a family member. Discuss how you solved the problem. Identify a way you could have solved the problem differently. (G, ET: 30 min-1 hr.)
2. List seven situations you consider crisis situations. Rank the situations according to the effect you think they would produce on your family. Share your list with the group. Discuss the effects of each situation and then as a group make a list and rank them. (I & G, ET: 1 hr.)
3. Discuss what makes families strong and able to cope with crisis; e.g., time together, commitment, communication, share beliefs, adjustment to changing roles, understanding of others, coping skills. (G, ET: 30-45 min.)

**COMPETENCIES 7.01, 7.02, 7.03, 7.04**

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**SAMPLE LEARNING ACTIVITIES**

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**PB 2 (Continued)**

4. Discuss when you should seek help outside the family to deal with a crisis. Identify sources of help in your area. (G, ET: 45 min.)

5. Collect pamphlets and other information about resources to help families cope during crisis. (I, ET: 1 hr.)

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**PB 3 (7.02, 7.04) (CR 9.05, 11.11, 11.14, 12.06)**
**Benchmark Task:** Describe family adjustments that are necessary with parenthood, early school years, empty nest, and aging years. Write a poem, song, or essay or draw a picture conveying these ideas and feelings.

(Basic content areas: Parenting responsibilities, child growth and development, adult developmental stages)

1. List and discuss family life cycles: beginning, expanding, developing, launching, middle years, and aging. (G, ET: 30 min.)

2. Name TV shows that feature families in various stages of the life cycle. Discuss how these families differ. (G, ET: 30 min.)

3. Write about the family type and life cycle stage that applies to your family. Suggest one way you can help your family adjust to the changes unique to that particular stage. Share this with the group. (I & G, ET: 1-2 hrs.)

4. Create an imaginary couple that is considering parenthood. Use guiding questions that will assist them in their decision making. (G, ET: 30 min.)

5. Predict the changing roles and responsibilities of family members during the various stages in the family life cycle. (G, ET: 45 min.-1 hr.)

6. Work through the first half of the video-based parenting program entitled Active Parenting Today. (G, ET: 6 hrs.)

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**PB 4 (7.01) (CR 2.07, 8.02, 9.06, 9.13, 11.02, 11.11, 12.05, 16.01)**
**Benchmark Task:** Work with one or more students to write and present a skit illustrating a family conflict and a conflict resolution.

(Basic content areas: Family roles and responsibilities, conflict resolution, problem solving)

1. Discuss how technology, economics, and society affects the family. (G, ET: 30 min.)

**COMPETENCIES 7.01, 7.02, 7.03, 7.04**

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**SAMPLE LEARNING ACTIVITIES**

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PB 4 (Continued)

2. Think back over the past week or so. Recall situations you were in that resulted in conflict between yourself and your family. Write about the conflict: causes, consequences, and resolution. What would you do differently? (I, ET: 1 hr.)

3. Discuss the conflict situations each student wrote. Then, answer this question--"What good can come from conflict?" (G, ET: 45 min.)

4. Watch one or two soap operas. Identify conflict situations and observe how the characters coped. In a group, discuss the situations and decide if the characters responded desirably or undesirably. (I & G, ET: 2 hrs.)

5. Discuss conflicts involved with each of the following situations and decide the best means for resolution: balancing work and family life, unemployment, moving, illness and disabilities, addictions, family violence, suicide, and death. (G, ET: 1-2 hrs.)

6. Do the IALAC activity in the Kentucky Workforce Development Cabinet's PACE Parent-Time Curriculum or another activity in a similar resource. (G, ET: 1 hr.)

7. Do Logical Consequences--Parts I and II of the PACE Parent-Time Curriculum or similar activities in another resource. (G, ET: 1 hr.)

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PB 5 (7.01, 7.04) (CR 9.02, 9.08, 11.09, 11.11, 12.03, 12.05, 13.05, 15.01)
Benchmark Task: Write an essay describing how families around the world are alike and how they are different.

(Basic content areas: Customs and family structures of different nationalities, world geography nd population characteristics)

1. Brainstorm how you think families from different cultures are alike and different. (G, ET: 30 min.)

2. As a class, choose a country and research how the typical family is like or unlike your own. Try to find out the following: family functions, the prevalent type of family, the average number of children, and the child-care arrangements. Allow each member of the group a different area. (The teacher should be available to assist with research and writing.) (G, ET: 2-3 hrs.)

3. Report to the group on your findings about family life in another country. (G, ET: 1-2 hrs.)

4. Discuss which family functions, roles, and responsibilities are the same in all parts of the world. (G, ET: 30-45 min.)

5. Discuss what family functions, roles, and responsibilities are different in all or most of the world. (G, ET: 30-45 min.)

**COMPETENCIES 7.01, 7.02, 7.03, 7.04**

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**SAMPLE LEARNING ACTIVITIES**

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**PB 5 (Continued)**

6. Determine the percentage of countries that share like family functions, roles, and responsibilities, different family functions, roles, and responsibilities. (G, ET: 15 min.)

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**PB 6 (7.02, 7.03) (CR 2.07, 2.08, 8.01, 8.04, 9.02, 9.09, 11.01, 11.02, 11.08, 11.11, 12.03)**
Benchmark Task: Work in a group of 3 or 4 students. Prepare a list of questions about pre-adolescence and physical and psychological changes which take place at this age. Read resource materials about this developmental stage of life. Discuss within the group what each member has learned in response to their questions. Take turns leading the discussion and recording conclusions for each question.

(Basic content areas: Child growth and development, adolescent development, research skills, team member roles)

1. Discuss the various forms of child growth and development: prenatal, physical, motor, language, emotional, social, intellectual, moral. (G, ET: 30 min.)

2. Choose one form of development. Write a few paragraphs about how this development changes from childhood to adolescence, to adulthood, to old age. Share your paragraphs with the group. Ask for comments. (I & G, ET: 2 hrs.)

3. Imagine that you are going to make a film about the development of a child for five years of life. You might select: birth to age five, age five to ten, or age 10 to 15. Have the class brainstorm a brief description of the behavioral and physical changes you may wish to illustrate and the ages at which these changes occur. (I & G, ET: 1 hr.)

4. Share your descriptions of behavioral and physical changes with the group. After everyone shares, discuss any differences found in each person's interpretation of the child's five years of development. (G, ET: 1-2 hrs.)

5. Identify and discuss the roles of each member on a team; e.g., responsibilities, relating to the group, choosing and following leadership. (G, ET: 15 min.)

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**RESOURCES**

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| | |
|---|---|
| Active Parenting Publishers, Inc. | Active Parenting Today for Parents of 2 to 12 Year Olds |
| Goodheart-Wilcox Co., Inc. | Contemporary Living |

**COMPETENCIES 7.01, 7.02, 7.03, 7.04**

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**RESOURCES (Continued)**

| | |
|---|---|
| South-Western Publishing Co. | Dimensions of Family Life |
| Glencoe Division of Macmillan/McGraw-Hill. | Married and Single Life |
| Glencoe/McGraw-Hill. | Parenting and Teaching Young Children |
| T.L. Engle, Louis Snellgrove, Harcourt Brace Jovanovich, Publishers. | Psychology, Its Principles and Applications |
| Prentice-Hall, Inc. | Understanding Yourself |
| Steck-Vaughn Co. | Your Family |
| Curriculum Associates. | 1) Bringing Up Our Children<br>2) Calendar of Home Activities |
| New Readers Press. | 1) As a Child Grows<br>2) Your Home Is a Learning Place<br>3) Let's Work It Out: Levels 1 and 2 |
| Ky. Workforce Development Cabinet. | PACE Parent-Time Curriculum |
| | **Videocassette** |
| Meridian Education Corporation. | Parenting at Different Stages of the Family Life Cycle $49 |

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**ADDITIONAL RESOURCES**

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## COMPETENCIES 7.01, 7.02, 7.03, 7.04

## ADDITIONAL LEARNING ACTIVITIES

**PB 1, ACTIVITY 2**
**ATTACHMENT A**
**FAMILY RELATIONSHIPS**
**BEGINNING LEVEL**

# TYPES OF FAMILIES

Directions: In the blanks to the left of each family description, write the one letter corresponding to the type of family it describes. Letter items may be used once, more than once, or not at all.

**Family Descriptions**

1. _____ A husband, wife, and one or more children living in the same house
2. _____ Grandparents, aunts, uncles, cousins
3. _____ One or more children living with one parent
4. _____ Two single parents, married to each other, all living in the same house at least part of the time
5. _____ A family with one or more adopted children
6. _____ Parents with children who are not related by blood or by law
7. _____ A husband, wife, and no children
8. _____ An unmarried person living alone

**Family Types**

A. Adoptive
B. Blended
C. Childless Couple
D. Extended
E. Foster
F. Nuclear
G. Single Parent
H. Single Person

ANSWER KEY:

1. F 2. D 3. G 4. B 5. A 6. E

*This sheet may be used with all levels.

Examples of television shows for different family structures:

| **STRUCTURE** | **TELEVISION SHOW** |
|---|---|
| Extended | Waltons' |
| Blended | Partridge Family, Blossom, Brady Bunch |
| Adoptive | Webster, Different Strokes |
| Single parent | Murphy Brown, Empty Nest, One Day at a Time |
| Nuclear | Cosby Show |

# Duty Area: FAMILY RELATIONSHIPS

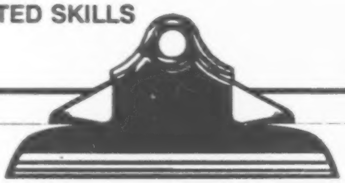
KCBAE Level II

Intermediate Level

**COMPETENCIES:**

7.01 Identify positive and negative family characteristics
7.02 Identify human life cycle stages
7.03 Demonstrate knowledge of parenting skills
7.04 Discuss different family structures

## RELATED SKILLS



* Mathematics 3.01, 3.18
* Science 1.05
* Health/Wellness 2.02, 2.07
Technology/Tools
* Consumer Economics 5.05
Home Management
Family Relationships
* Interpersonal/Social 8.01, 8.02
* Self-Management 9.01, 9.02
Employability
* Communication 11.01, 11.02
* Thinking 12.02, 12.02, 12.03
* Social Sciences 13.04
* Govt./Citizenship 14.03, 14.05
* Cultural Diversity 15.01, 15.02
* Community Resources 16.01

## PREREQUISITES

Listening
Verbal communication
Written communication
Comprehension of written materials
Research skills
Teamwork skills for group work
Problem solving

## PROGRESS BENCHMARKS

1. Describe family roles, traditions, and influences
2. Identify changes in family structures and traditions
3. Discuss types of family crises and coping strategies
4. Identify economic and developmental considerations for the care of infants and young children
5. Describe parenting responsibilities for infants and young children
6. Explain human development stages

## TERMINOLOGY

Terms that students should know or learn as part of this lesson.

Family structures
Nuclear
Extended
Single parent
Blended
Foster
Single person
Adoptive
Step
Childless couple
Prenatal
Crisis
Family life cycle
Beginning
Expanding
Developing
Launching
Aging
Middle years
Siblings
Family functions
Protective
Recreation
Love
Affection
Religious
Economic
Nurturance
Psychological
Birth order

## REFLECTIONS

The family is one of the greatest forces to affect a person's life. Families come in many forms and must face many challenges because of today's complex society. A healthy family needs love and care to grow and become strong. You will explore family members' roles, rights, and responsibilities, how to deal with crisis, the stages of human growth and development, and parenting, all with the hope of making your family stronger now and in the future.

**COMPETENCIES 7.01, 7.02, 7.03, 7.04**

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**SAMPLE LEARNING ACTIVITIES**

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PB 1 (7.01, 7.04) (CR 8.04, 9.02, 12.03, 12.06)
Benchmark Task: Work with a fellow student to select one of the following topics and make a collage representing the topic: meaning of a family, family influences, family traditions, or family crises.

(Basic content areas: Family life roles, strengthening the family unit, personal rights and responsibilities in family living, balancing work and family, creating positive home environments, dealing with family crises, parenting and care giving)

1. Write an essay on how your family lifestyle is different from that of your parents. Tell what is better and worse about each and why. (I, ET: 1 hr.)
2. In a small group of 3-5 persons, discuss the topic "Balancing Work Time and Family Time." As a group, make a list of 8-10 suggestions. (G, ET: 20 min.)
3. Make a list of TV shows that depict different family types. Watch three different family shows; then write a summary of each. Identify the TV show, the type of family, the family members, the family members' roles and responsibilities, and the family strengths. Then discuss how realistic, or not, the portrayal of family life was in each show. (I & G, ET: 3 hrs.)
4. Create a list of stressors outside the family that impact on the family. Create a second list of stressors that are created in the family. Decide which cannot be changed by the family and which can be partially or totally eliminated. Share these findings with your family. (I & G, ET: 45 min.)
5. Make a list of specific things to do in balancing work and family life. (G, ET: 30 min.)
6. Determine the percent of your time each day that is spent in: recreation, work, sleeping, eating, doing household tasks. Each week? Each month? (I, ET: 1 hr.)
7. Using textbooks, periodicals, and other library reference materials, research types of family crises and strategies for coping. Include information on the local agencies that are available to help families in crisis. Report your findings to the group. (I & G, ET: 3-4 hrs.)

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PB 2 (7.02, 7.04) (CR 9.02, 11.01, 11.03, 11.09, 12.03, 13.01)
Benchmark Task: Interview your oldest living relative about how family traditions and family structures have changed in his or her lifetime. Write a summary of what you learned.

(Basic content areas: Nature and purpose of the family unit, forming stable and functional family units, effect of careers on families, environmental concerns, impact of societal changes)

1. List and discuss family life cycles: beginning, expanding, developing, launching, middle years, and aging. (G, ET: 30 min.)

**COMPETENCIES 7.01, 7.02, 7.03, 7.04**

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**SAMPLE LEARNING ACTIVITIES**

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PB 2 (Continued)

2. Write a short essay describing the type of family in which you live, the present life cycle stage, and reasons for categorizing your family in that particular stage. (I, ET: 45 min.)

3. Discuss family function, e.g., meeting needs for nutrition, environment, education, nurturance, and recreation. Make a list of the functions your family provided when you were a child. Make a second list of the functions your family provides now. Discuss as a group in what ways the lists are the same and are different. (I & G, ET: 1 hr.)

4. Discuss how parents' roles and responsibilities change during each life cycle stage. (G, ET: 45 min.)

5. Identify and discuss global issues that affect families, e.g., employment, environment, technology, crime, poverty, population, education, and morality. (G, ET: 1 hr.)

6. Write a brief essay explaining one of the issues that affect families. Identify actions that can be taken to help strengthen the family concerning this issue. (I, ET: 1 hr.)

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PB 3 (7.01) (CR 2.10, 11.03, 11.09, 12.03, 12.05)
Benchmark Task: Consider families that you have known which have a family member with a substance abuse problem. Without identifying the families, write a description of how this problem affected other family members.

(Basic content areas: Recognizing drug and substance abuse, effects of alcoholism and drug abuse on family members, sources of help for drug and substance abuse)

1. Discuss some of the effects of drinking alcohol on the individual and family members. (G, ET: 15-30 min.)

2. Do problems related to body weight, alcohol consumption and blood alcohol levels. (Essential Mathematics or a similar resource) (I, ET: 30 min.)

3. Discuss the physical and psychological symptoms of drug abuse and how drug abuse affects the family. (G, ET: 15-30 min.)

4. Form two debate teams on the issue "Alcohol and drug abuse is a crime versus alcohol and drug abuse is an illness." Research materials and then conduct the debate. (G, ET: 3 hrs.)

5. Research to find experts and programs in the community that deal with drug abuse and alcoholism. Make a list of programs, who to contact, and where. (I, ET: 1 hr.)

**COMPETENCIES 7.01, 7.02, 7.03, 7.04**

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**SAMPLE LEARNING ACTIVITIES**

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**PB 3 (Continued)**

6. Prepare a pamphlet or secure a copy from a community group on the sources of help in your community for drug and substance abuse. (G, ET: 2-3 hrs. if pamphlet formulated by students)

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**PB 4 (7.03) (CR 3.01, 5.05, 12.05)**
Benchmark Task: Make a list of items needed for a new baby (layette, furniture, bath supplies, feeding needs). Using catalogs and store prices, calculate the total cost.

(Basic content areas: Parenting, economic and psychological effects of parenting, planning for child care needs, care of infants)

1. Interview a couple with a young child. Ask them what aspect of parenthood has been most rewarding, most surprising, most difficult, and most detrimental to their marriage and to them as individuals. Write your findings in a brief summary. (I, ET: 1-2 hrs.)
2. Collect and read pamphlets on infant care. List and rank the ten most important things in caring for an infant. Compare your list with members of the class. (I & G, ET: 1 hr.)
3. Research availability of prenatal classes in your area. If any, find out pertinent information, e.g., length of class, content, instructor. (I, ET: 1 hr.)
4. Write an essay discussing whether becoming a good parent is based on your own treatment as a child, your basic personality, knowledge of child psychology, or something else. (I, ET: 1 hr.)
5. Make a list, as a group, of household tasks and childrearing duties. As an individual, take a survey of 15-25 people, asking whether these responsibilities belong to both parents, just the mother, or just the father. Compile the survey results as a class. (I & G, ET: 2 hrs.)
6. Investigate types of substitute child care in the area. Compare their facilities, staffs, programs, enrollments, and costs. Then as a group discuss the information you have obtained. (I & G, ET: 2-3 hrs.)

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**PB 5 (7.02, 7.03) (CR 2.06, 2.07, 2.11, 2.13, 6.01, 9.02, 9.13, 11.03, 11.08, 11.09, 12.02, 12.03, 12.05)**
Benchmark Task: Read an article on parenting responsibilities. Write an essay outlining the main points made by the author and your agreement or disagreement with the content.

(Basic content areas: Lifestyle decisions for healthy family living, developmental needs of children, family planning, providing a safe home environment)

**COMPETENCIES 7.01, 7.02, 7.03, 7.04**

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**SAMPLE LEARNING ACTIVITIES**

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**PB 5 (Continued)**

1. Discuss the advantages and disadvantages of being married or being a parent. (G, ET: 30 min.)

2. Discuss different types of parents, e.g., married, single, step, foster, and adoptive. Then role play situations involving families with each type of parent. (G, ET: 45 min.)

3. Determine the percentage of families in the United Sates that fall into the categories in #2 above. Make a pie chart showing this relationship. (For help in constructing pie charts, refer to pp. 176-178, Connections: Life Skills and Mathematics or a similar resource.) (I, ET: 1 hr.)

4. Discuss some changes during the early, preschool, and school years to which families must adjust. (G, ET: 45 min.)

5. Construct a checklist to evaluate the safety of your home for children. Then use your checklist to analyze your home. (I & G, ET: 30 min.)

6. Collect several articles from newspapers and magazines concerning family planning. Write a brief summary of each one. (I, ET: 2 hrs.)

7. Work through the last half of the video-based parenting sessions entitled Active Parenting Today. (G, ET: 6 hrs.)

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**PB 6 (7.02) (CR 1.05, 9.02, 11.14, 12.03)**
**Benchmark Task:** Prepare a poster showing ages and stages of human development based on information learned from resource materials.

(Basic content areas: Human growth and development; care of infants and pre-school children; pre-teens and adolescents; ages and stages of adulthood)

1. List and discuss types of human growth and development; e.g., physical, motor, language, emotional, social, intellectual, and moral. (G, ET: 30 min.)

2. List and discuss the stages of human growth and development; e.g., infancy, toddler, preschool, middle childhood, adolescence, young adulthood, middle age, and old age. (G, ET: 30 min.)

3. Write an essay discussing which stage of development would be the most difficult to go through and why you feel this way. Share your essay with the class and ask their opinion. (I & G, ET: 2 hrs.)

4. Prepare role plays to demonstrate various sibling relationships. Highlight the traits of oldest, middle, and youngest children. Present the role plays to the class. (Teachers model a role play first.) (I & G, ET: 2 hrs.)

## COMPETENCIES 7.01, 7.02, 7.03, 7.04

## SAMPLE LEARNING ACTIVITIES

PB 6 (Continued)

5. Write an essay entitled "What I Will Be Doing 15 Years From Today." Discuss physical health, career goals, financial status, leisure time activities, and family relationships. (I, ET: 1 hr.)

## RESOURCES

| | |
|---|---|
| Active Parenting Publishers. | Active Parenting Today For Parents of 2 to 12 Year Olds |
| Goodheart-Wilcox Co. | Contemporary Living |
| South-Western Publishing Co. | Dimensions of Family Life |
| Glencoe (McGaw-Hill). | Married and Single Life<br>Parenting and Teaching Young Children |
| Harcourt Brace Jovanovich. | Psychology, Its Principles and Applications |
| Prentice-Hall, Inc. | Sociology, Understanding Society |
| Steck-Vaughn Co. | Understanding Yourself<br>Your Family |

## ADDITIONAL RESOURCES

## COMPETENCIES 7.01, 7.02, 7.03, 7.04

## ADDITIONAL LEARNING ACTIVITIES

## Duty Area: FAMILY RELATIONSHIPS

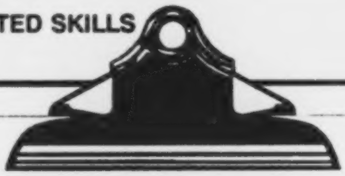
**KCBAE Level III**

Advanced Level

**COMPETENCIES:**

7.01 Identify positive and negative family characteristics
7.02 Identify human life cycle stages
7.03 Demonstrate knowledge of parenting skills
7.04 Discuss different family structures

### RELATED SKILLS



* Mathematics 3.13, 3.18
* Science 1.04, 1.05
* Health/Wellness 2.02, 2.07-2.09
Technology/Tools
* Consumer Economics 5.02
Home Management
Family Relationships
* Interpersonal/Social 8.01-8.04
* Self-Management 9.01-9.09, 9.11
Employability
* Communication 11.01-11.12
* Thinking 12.01-12.06, 12.08
* Social Sciences 13.04
* Govt./Citizenship 14.03, 14.05
* Cultural Diversity 15.01-15.04
* Community Resources 16.01

### PREREQUISITES

Listening
Verbal communication
Written communication
Comprehension of written materials
Research skills
Teamwork skills for group work
Problem-solving

### PROGRESS BENCHMARKS

1. Determine the effects of social issues on families
2. Identify family member roles and responsibilities
3. Identify positive and negative family characteristics
4. Describe developmental stages of children
5. Identify types of family structures
6. Describe life cycle stages of adulthood

### TERMINOLOGY

Terms that students should know or learn as part of this lesson.

| | |
|---|---|
| Family functions: | protective, recreation, religious, economic, nurturance, love and affection |
| Family structures: | nuclear, extended, single parent, blended, foster, adoptive, step, childless couple, single person |
| Family life cycles: | beginning, expanding, developing, launching, middle years, aging |
| Development: | moral, motor, emotional, social, speech |
| Psychological theory | |
| Sociological theory | |

### REFLECTIONS

One of the greatest and most lasting effects on a person's life is the family, which is the most basic and universal of all groups in society. With cultures and societies having changed over the years, the structures and functions of families have also changed. Positive family life is enhanced when family members successfully establish their own personal identities and relationships. Exploring the development of families, coping skills, and how outside influences can affect the family will help you develop stronger family relationships.

**COMPETENCIES 7.01, 7.02, 7.03, 7.04**

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## SAMPLE LEARNING ACTIVITIES

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**PB 1 (7.02, 7.04) (CR 2.11, 5.02, 9.13, 11.03, 11.08, 11.09, 11.11, 12.02, 12.03)**
Benchmark Task: Identify global issues that affect families and describe the effects.

(Basic content areas: Effects of internationalism and cultural diversity, environmental concerns, technological advances, unemployment and homelessness, crime, teenage pregnancies, health care)

1. Discuss how family functions of the American family have changed or have not changed in the last 150 years. Cite social and economic processes involved in these changes; e.g., industrialization, mobility, forms of authority, women's rights. (G, ET: 30 min.)
2. List major benefits and disadvantages of technological advances as they relate to the family; e.g., effects of mobility, industrialization, or pollution. (G, ET: 30 min.)
3. Interview some older adults who remember the Great Depression. Ask them to describe how they were personally affected and to compare their present life to life during the Depression. Request that they also discuss health care and social security. Write a report about your interviews. Present the report to the class. (I & G, ET: 3 hrs.)
4. Invite representatives of agencies (such as the welfare department, the housing authority, and the public health department) to discuss problems of the poor in the community. Find out about what types of poverty are present and the causes or programs under way to help with the problems. (G, ET: 2 hrs.)
5. Research causes of crime including both psychological and sociological theories. Write a paper with suggestions on how the family helps reduce crime. (I, ET: 3 hrs.)
6. Research the influx of immigrants to the United States. Analyze how the different cultural patterns of these immigrants have changed the face and behavior of the American family. Present orally to the class your findings. (I & G, ET: 3 hrs.)
7. Discuss problems teenagers and young adults face that have major influences on the family; e.g., peer pressure and teenage pregnancy. Include in the discussion positive family involvement. (G, ET: 1 hr.)

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**PB 2 (7.02, 7.03) (CR 2.07, 2.11, 6.03, 8.02, 9.04, 9.13, 11.03, 11.11)**
Benchmark Task: Prepare a written report on one of the following topics, using at least three references: disciplining children, children's fears, children's anger, children's lies, or helping children develop responsibilities.

(Basic content areas: Marriage vows, adjustments to married life, causes of divorce, life stages of adulthood, decisions related to parenthood, parental roles and responsibilities)

1. Write a brief essay on why or why not you believe that education courses on marriage should be mandatory for all couples wishing to get married. (I, ET: 1 hr.)

**COMPETENCIES 7.01, 7.02, 7.03, 7.04**

**SAMPLE LEARNING ACTIVITIES**

**PB 2 (Continued)**

2. Research the number of marriages ending in divorce and the reasons for dissolution of these marriages. Try to determine at what life stage most marriages end. Find out the number of divorces that involve children. Present your findings in a paper. (I, ET: 2 hrs.)

3. List five types of parents (married, single, step, foster, and adoptive). Identify decisions each type of parent makes before and after becoming a parent. (G, ET: 1 hr.)

4. List and discuss the advantages and disadvantages of child care outside of the home. (G, ET: 30 min.)

5. Write a paper discussing whether or not it is important for parents to set good examples for their children. (I, ET: 1 hr.)

6. Do Family Esteem Activities from PACE Parent Time Curriculum. (I, ET: 1 hr.)

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PB 3 (7.01, 7.04) (CR 1.07, 2.07, 3.18, 9.02, 12.03, 12.05, 12.08, 15.02)
Benchmark Task: Identify positive and negative family characteristics which you have observed (in your family or others). Analyze what you believe to have caused the development of these characteristics. Prepare a chart illustrating characteristics, causes, and effects on family life.

(Basic content areas: Constructive and destructive family relationships, rights and responsibilities of family members, spouse and child abuse, family violence, strategies for dealing with abuse and violence, appropriate and inappropriate ways to express feelings)

1. Discuss roles and responsibilities of family members and how these may differ from your parents' or grandparents' time. (G, ET: 30-45 min.)

2. Contact all available resources in your community to help people meet a particular crisis. Fill out index cards with key information; e.g., type of crisis, name, address, phone numbers, key person contacted. Combine the index cards in a class file. (I & G, ET: 2 hrs.)

3. Invite a panel of experts to visit the class. Ask them to discuss their work with victims of domestic violence. Include people from your class file. (G, ET: 2 hrs.)

4. Create a pamphlet for a person's use in coping with family crisis. Include type of violence, ways of coping, and local agencies that are available to help families in crisis. (G, ET: 3 hrs.)

5. Write and perform, with a partner, a role play about family crisis which demonstrates skills for coping with the crisis. (G, ET: 3 hrs.)

## COMPETENCIES 7.01, 7.02, 7.03, 7.04

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## SAMPLE LEARNING ACTIVITIES

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PB 4 (7.02, 7.03) (CR 2.07, 2.11, 9.02, 9.08, 11.11, 12.02, 12.03, 12.05)
Benchmark Task: Prepare a display of toys and books appropriate for different stages of development from infancy to preschool age.

(Basic content areas: Developmental stages of infancy and early childhood, intellectual and physical growth, selection of safe and appropriate toys)

1. Research the effects of television on young children. Using your findings, orally present the advice that you would give to parents about television and children. (I & G, ET: 2 hrs.)
2. List the stages and ages of childhood development (prenatal, infancy, toddler, preschool, middle childhood, adolescence). Discuss commonalities in most children at each stage and factors that cause differences. Make a chart that shows these likenesses and differences. (G, ET: 1 hr.)
3. Discuss factors which influence variations in physical growth: body build, inherited and environmental family influences, nourishment, emotional disturbances, sex, ethnicity, intelligence, socioeconomic status. (G, ET: 30-45 min.)
4. Discuss factors which influence motor development, speech development, emotional development, social development, and moral development. (G, ET: 45 min-1 hr.)
5. Research and write a brief summary of Jean Piaget's four stages of intellectual development. (I, ET: 1 hr.)

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PB 5 (7.01, 7.04) (CR 2.07, 2.08, 2.11, 9.13, 12.03, 12.05, 15.01, 15.02)
Benchmark Task: Consider your acquaintances and make a list of the different types of family structures represented. Analyze and list the strengths and weaknesses of each structure.

(Basic content areas: Types of family structures, characteristics of positive family relationships, family roles and responsibilities, respect for individual differences, cultural differences and causes)

1. Locate and read information on positive discipline for children, establishing rules of behavior, and consist response to misbehavior. (I, ET: Varies)
2. Take some time for reflection about yourself and your family. Consider what you offer your family that no other member can. Think about the special contributions you make to your family. Write about your reflections. (I, ET: 30-45 min.)
3. List things that you would like to change about your family. Choose one thing that you could change positively and realistically. Develop a personal plan of action to bring about this change. Follow through with your action plan. (I, ET: 1 hr.)

**COMPETENCIES 7.01, 7.02, 7.03, 7.04**

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**SAMPLE LEARNING ACTIVITIES**

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PB 5 (Continued)

4. Discuss the roles, rights, and responsibilities of each family member. Include specific things members can do to balance work and family. (G, ET: 45 min.)

5. Research and compare family functions in the United States and in other countries. Note the similarities, differences, strengths, weaknesses, causes and effects. Present orally your findings to the class. (I, ET: 3 hrs.)

6. Invite a person raised in another country to class (if there are none in the class) and have him/her discuss family life in his/her country. The speaker should note the similarities and differences between his/her country and the United States. (G, ET: 2 hrs.)

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PB 6 (7.02, 7.04) (CR 11.03, 11.08, 11.09, 12.05)
Benchmark Task: Write an essay describing the type of family in which you live, the life stages for each family member, why each family member fits a particular life cycle stage, and what implications the life stages have for their relationships with other family members.

(Basic content areas: Stages of human growth and development; influences of heredity and environment; physical and intellectual development of infants, toddlers, preschool children, middle childhood, adolescents, and special needs children; changes taking place in early and middle adulthood and later adulthood and effects on life goals)

1. List the family life cycle stages (beginning, expanding, developing, launching, middle years, and aging) and discuss stressors involved with each stage. (G, ET: 30-45 min.)

2. Research how heredity and environment affect human development. Participate in a classroom debate on which, heredity or environment, is the primary influence on an individual's development. (I & G, ET: 2 hrs.)

3. Write a paper, after research, on how you would help a twelve-year-old, who has been raised by wolves, develop appropriate behaviors including motor, language, emotional, social, and moral. (I, ET: 3 hrs.)

4. Discuss physical, intellectual and emotional changes that take place during early, preschool, and school years. Consider how the family members must adjust to these changes. Include in the discussion adjusting to special needs children. (G, ET: 1 hr.)

5. Interview one man and one woman in their sixties or seventies. Ask them to reflect over their lives. Request that they relate to you what stages were particularly important and what individuals, groups, or events that influenced them. Pick out any aspects of their lives that were out of the ordinary and that forced them to reconsider their way of living; e.g., loss of job, illness. Who was important in helping them to cope with the changes in moving from one stage of life to another? Compare your findings with others in the class. (I & G, ET: 3 hrs.)

## COMPETENCIES 7.01, 7.02, 7.03, 7.04

## SAMPLE LEARNING ACTIVITIES

PB 6 (Continued)

6. Research the family history of a famous person. Focus on family size, birth order, childhood experiences, and any other significant events that may have influenced the person's development. How might the person's childhood background have affected his/her adult personality and accomplishments? Do you think this person would have become famous if s/he was alive now? Present your findings to the class. (I & G, ET: 3 hrs.)

## RESOURCES

| | |
|---|---|
| Active Parenting Publishers, Inc. | Active Parenting Today For Parents of 2 to 12 Year Olds |
| Goodheart-Wilcox Co., Inc. | Contemporary Living |
| South-Western Publishing Co. | Dimensions of Family Life |
| Glencoe Division of Macmillan/McGraw-Hill. | Married and Single Life |
| Glencoe/McGraw-Hill. | Parenting and Teaching Young Children |
| T.L. Engle, Louis Snellgrove, Harcourt Brace Jovanovich, Publishers. | Psychology, Its Principles and Applications |
| Prentice-Hall, Inc. | Sociology, Understanding Society |
| Steck-Vaughn Co. | 1) Understanding Yourself<br>2) Your Family<br>3) Connections: Life Skills & Mathematics |
| Curriculum Associates. | Bringing Up Our Children |
| PACE Parent Time Curriculum. | Family Esteem Activities |
| Family Development Resources. | Parent and Adolescent Nurturing |
| National Center for Family Literacy. | Strengths Model Paradigm |

**COMPETENCIES 7.01, 7.02, 7.03, 7.04**

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## ADDITIONAL RESOURCES

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## ADDITIONAL LEARNING ACTIVITIES

# Duty Area: GOVERNMENT AND CITIZENSHIP

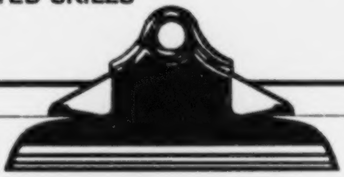
KCBAE Level I

Beginning Level

**COMPETENCIES:**

14.01 Identify requirements and responsibilities for U.S. citizenship
14.02 Interpret individual tax requirements
14.03 Identify and describe the form of government in the United States
14.04 Describe the election process
14.05 Demonstrate environmental awareness

## RELATED SKILLS



* Mathematics 3.01, 3.18
* Science 1.04, 1.07
Health/Wellness
Technology/Tools
Consumer Economics
Home Management
Family Relationships
* Interpersonal/Social 8.01, 8.02
* Self-Management 9.01, 9.02
Employability
* Communication 11.01, 11.02
* Thinking 12.03, 12.06, 12.08
Social Sciences
Govt./Citizenship
Cultural Diversity
* Community Resources 16.01

## PREREQUISITES

Read the newspaper
Utilize public and/or private transportation
Show legible writing skills
Use verbal communication to obtain information

## PROGRESS BENCHMARKS

1. Identify voter requirements and election processes
2. Interpret our responsibilities for factors affecting community
3. Describe taxes, tax rates, and tax expenditures for governmental services
4. Identify local law enactment and enforcement processes
5. Describe how to run for a local governmental office and local governmental responsibilities
6. Compare political platforms of Democratic, Republican, and Independent parties

## TERMINOLOGY

Terms that students should know or learn as part of this lesson.

Candidate
Campaign
Primary election
Political party
Republican party
Citizenship
Register
Democrat party
Rights
Nominate
General election
Earned income credit

## REFLECTIONS

These competencies are best taught in group situations. These lessons help adult students make civic decisions and carry out responsibilities as citizens of the local communities, states, and countries. All of us play active roles in the democratic process by voting in elections and promoting improvement of community and governmental services.

**COMPETENCIES 14.01, 14.02, 14.03, 14.04, 14.05**

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## SAMPLE LEARNING ACTIVITIES

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PB 1 (14.01, 14.04) (CR 9.01, 9.06, 11, 01, 11.02, 11.06, 11.08, 16.01)
Benchmark Task: Identify and describe the requirements and processes for voter registration and voting (sample ballots; use of voting machine) and obtaining a social security card. Present evidence of completing these processes.

(Basic content areas: Location of offices for voter registration, sources for social security application form, location of social security office, reading comprehension skills, legible writing skills for form completion, verbal communication to obtain information, and listening skills)

1. Visit the U.S. Social Security Office and obtain an application for a social security card. Complete said application. Explain to someone else the process of obtaining a social security card. (If students already have Social Security cards, go through the process to replace card or do a name change on their cards. (I, ET: 30 min.)

2. Discuss, identify, and list characteristics of U. S. citizenship (teacher-directed activity). (G, ET: 30 min.)

3. Get into small groups to discuss what is meant by "good citizenship." Present your conclusions orally to the group or in writing. (G, ET: 30 min.)

4. Create a web of characteristics of good citizens and add to it during your study of government and citizenship. (I/G, ET: Varies)

5. Invite a representative from the county court clerk's office. Ask the representative to bring sample ballots and discuss the use of voting machines. (G, ET: 1 hr.)

6. Read about voting (Choices, Chapter 5, and Life Skills, Chapter 8, or similar resources). Discuss political party beliefs, the Independent Party, and pros and cons of voting. (I/G, ET: ET: 2 hrs.)

7. Using a city or county map, locate the geographic boundaries for local elections. Determine your voting precinct. Research and list voter qualifications. (G, ET: 2 hrs.)

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PB 2 (14.05) (CR 1.01, 1.04, 9.02, 9.06, 11.01, 11.02, 11.03, 11.07, 11.10, 12.03, 12.06, 16.01)
Benchmark Task: Prepare a poster showing items which can be recycled and types of recycling available in your local area. Discuss the effect on the environment of recycling these items.

(Basic content areas: Conservation of natural resources, factors influencing our environment, civic and community responsibility, location of community resources for recycling and businesses involved in recycling efforts, reading comprehension skills, verbal communication to obtain information, and listening skills)

1. Read and discuss current news related to pollution or recycling. Discuss possible solutions and benefits (News for You, local newspaper, or radio or television news. (I/G, ET: Varies)

**COMPETENCIES 14.01, 14.02, 14.03, 14.04, 14.05**

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**SAMPLE LEARNING ACTIVITIES**

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PB 2 (Continued)

2. Prepare a list of factors in our environment which influence man and other living things. (I, ET: 40 min.)

3. Work with 2 or 3 students to identify 5 factors which influence man's biological environment and 5 factors which influence man's cultural environment. (G, ET: 30 min.)

4. Visit a recycling center. Develop a list of ways this center benefits the environment. Suggest ways to encourage greater use of the center. (G, ET: Varies)

5. During your visit to the recycling center, ask what the value of one pound of aluminum is. Find out how many cans are in a pound. Start saving and recycling soft drink cans to buy special things for the classroom or to take out the students for dinner. (G, ET: Varies)

6. Discuss the greatest needs for improving the community environment. A list of these needs should be written on a board, flip chart, or transparency to share with the total group. (G, ET: 1 hr.)

7. Select a community need from PB 2, Activity 4. Decide on an action plan that addresses at least one need. (This activity may be completed individually or in groups of 2 to 3 students.) (I/G, ET: 1 hr.)

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PB 3 (14.02) (CR 3.04, 3.18, 4.01, 5.01, 9.01, 9.02, 9.06, 12.03, 16.01)
Benchmark Task: Describe city, county, state, and federal tax rates and what services these taxes provide. Prepare a pie chart to illustrate the percentage of taxes spent on different services.

(Basic content areas: Definition of taxes, determination of tax rates, recognition of the types of taxes, city and country government services, reading comprehension skills, verbal communication to obtain information, listening skills, math skills using percentages)

1. Name the 3 branches of U.S Government and briefly describe the function of each branch. (I, ET: 20 min.)

2. Discuss taxes: What we pay, how taxes are collected, and how taxes are spent. (G, ET: 1 hr.)

3. Invite a representative of the local tax assessor's office to class. The speaker should talk about how local (city/county) taxes are spent. Have the group think of 5-10 questions to ask the speaker. (I/G, ET: 90 min.–preparation, plus presentation time)

4. Discuss the kinds of taxes paid by the students. Prepare a list under two categories--direct and indirect taxes. (G, ET: 45 min.)

5. Have an Internal Revenue Service or H & R Block representative come to help students prepare their taxes. Review earned income credit requirements and how to file. (G, ET: 1-3 hrs.)

**COMPETENCIES 14.01, 14.02, 14.03, 14.04, 14.05**

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**SAMPLE LEARNING ACTIVITIES**

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**PB 3 (Continued)**

6. Research the sources of federal taxes (i.e., income tax, corporation tax, gift tax, excise tax, FICA, and what federal programs are based in your community). (I, ET: 1 hr.)

7. Research the federal expenditures of tax dollars. Make a list of types of expenditures and total dollars budgeted or spent in a year (may be current year or a previous year). (I, ET: 1 hr.)

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**PB 4 (14.01, 14.03) (CR 6.05, 9.02, 9.06, 9.12, 9.14, 11.01, 11.02, 11.03, 11.07, 11.08, 11.11, 12.03, 12.08, 16.01)**
Benchmark Task: Describe 6 important local laws. Explain the importance of each law, how the laws were passed, and how the laws are enforced.

(Basic content areas: City and county government structure: county government, magistrates, country offices, mayor, city council, court systems; reading comprehension skills; verbal communication to obtain information; listening skills)

1. List 5 rules which apply to your family household. Discuss how these rules developed and the role these rules play in harmonious living for family members. (I, ET: 40 min.)

2. Share some of the rules from PB 4, Activity 1 with a small group of 2 or 3 students. Discuss how the development and the enforcement of family rules are similar to and different from community and state laws. (G, ET: 30 min.)

3. Invite a local governmental official to class. Ask him/her to discuss how laws are passed and enforced locally. (G, ET: 1 hr.)

4. Attend a town (city) council meeting. Note procedures followed to run the meeting. (Choose a meeting which will have meaning for your students.) (G, ET: 1-3 hrs.)

5. Elect a school council to deal with problems/events that affect the students. This could be (or assist) the advisory council. (G, ET: Varies)

6. List 5 laws which affect your daily living. Explain the purpose of these laws. (I, ET: 30 min.)

7. Write down one law or regulation which you believe should be changed. Explain how changing the law would be beneficial and whether the change would benefit a few people or many. (I, ET: 1 hr.)

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**COMPETENCIES 14.01, 14.02, 14.03, 14.04, 14.05**

## SAMPLE LEARNING ACTIVITIES

**PB 5 (14.01, 14.03, 14.04) (CR 8.01, 8.02, 8.04, 9.02, 9.06, 9.14, 11.01, 11.02, 11.03, 11.06, 11.07, 11.08, 11.11, 12.03, 16.01)**
**Benchmark Task:** Describe responsibilities that belong to local government and how a person becomes an elected official.

(Basic content areas: City and county elective officials and requirements for office, duties of city and county officials, political parties, election precincts, zoning regulations, reading comprehension skills, verbal communication to obtain information, listening skills)

1. Visit your seat of government (i.e., courthouse, federal building, city offices). Compile a list of offices and officials identified on the visit. (I/G, ET: Varies)
2. Invite a local official to class to talk about his/her duties. (I/G, ET: 2 hrs.)
3. Research requirements for election to 3 different offices and prepare a report of your findings. (I, ET: 3 hrs.)
4. Discuss the differences in political parties and the benefits of a two-party system. (I, ET: 30 min.)
5. Have students roleplay a city council or county magistrates' meeting. Select an issue to discuss, such as a new zoning regulation to provide for a chemical plant in city limits or country trash disposal. (G, ET: 2 hrs.)

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**PB 6 (14.03, 14.04) (CR 11.02, 11.03, 11.08, 11.11, 12.03, 12.05, 12.08)**
**Benchmark Task:** Compare characteristics of Democratic, Republican, and Independent political parties. Give examples of types of governance policies each party exhibits.

(Basic content areas: Political parties and processes; historical trends under Democratic and Republican majorities; liberal, moderate, conservative, and reactionary government policies; political parties and elections--local, state and national; reading comprehension skills; verbal communication to obtain information; listening skills)

1. Discuss why political parties are necessary to a modern democratic government. Compile a list of student ideas about the reasons for political parties. (G, ET: 1 hr.)
2. Discuss good and bad features of the two-party system of today. List these features on the marker board. Make a master list of pros and cons of the two-party system. (G, ET: 1 hr.)
3. Collect campaign buttons and pictures or slogans from campaigns present or past. During a "show and tell" period present your collection of campaign memorabilia to the class. (News articles and cartoons can be substituted for buttons.) (G, ET: 1 hr.)

**COMPETENCIES 14.01, 14.02, 14.03, 14.04, 14.05**

## SAMPLE LEARNING ACTIVITIES

PB 6 (Continued)

4. Roleplay a political debate between 2 candidates for some local or state office. (G, ET: 45 min.)

5. Interview one or more elected officials. Find out how these persons became officials of government. Make a list of qualifications or requirements needed to prepare for a political career. (I, ET: 2 hrs.)

## RESOURCES

| | |
|---|---|
| Contemporary. | Choices: It's Your Right |
| Internal Training Services. | Personal Finances, Instructional Aids |
| Kendall/Hunt Publishing Co. | The Environment at Risk, ISBN--National Issues |
| Lakeshore Lifeskills. | 1) Reproducible Activities to Teach Basic Skills and Government<br>2) Fearon's American Government Text<br>3) Real-Life Citizenship |
| National Issues Forums Literacy Program. | The Environment at Risk, Responding to Growing Dangers |
| New Readers Press. | News for You newspaper |
| South-Western. | Understanding Your Income Taxes |
| Steck-Vaughn. | 1) American Government<br>1) Three Branches of Government<br>2) Democracy at Work<br>3) Government in Action<br>2) Good Citizenship<br>3) Life Skills: Community & Government America's Story - Book One |
| U.S. Government Printing Office. | 1) Citizenship Education and Naturalization Information<br>1) Being a U. S. Citizen<br>2) Becoming a U. S. Citizen<br>2) A Reference Manual for Citizenship Instructors |

**COMPETENCIES 14.01, 14.02, 14.03, 14.04, 14.05**

## ADDITIONAL RESOURCES

## ADDITIONAL LEARNING ACTIVITIES

# Duty Area: GOVERNMENT & CITIZENSHIP

Intermediate Level

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**COMPETENCIES:**

- 14.01 Identify requirements and responsibilities for U.S. citizenship
- 14.02 Interpret individual tax requirements
- 14.03 Identify and describe the form of government in the United States
- 14.04 Describe the election process
- 14.05 Demonstrate environmental awareness

## RELATED SKILLS

- * Mathematics 3.01, 3.03, 3.07
- Science
- Health/Wellness
- Technology/Tools
- Consumer Economics
- Home Management
- Family Relationships
- Interpersonal/Social
- * Self-Management 9.06
- Employability
- * Communication 11.02, 11.03
- * Thinking 12.03, 12.05
- Social Sciences
- Govt./Citizenship
- Cultural Diversity
- Community Resources

## PREREQUISITES

Consumer math skills (withholdings, gross, net pay)
Mathematics (whole number operations)
Computation using percentages
Reading skills
Writing skills
Communication skills

## PROGRESS BENCHMARKS

1. Read and interpret the Bill of Rights
2. Complete a state tax form and describe the state budget expenditures and percentages for each
3. Explain the system of checks and balances for the legislative, executive, and judicial branches of government
4. Describe the process for enacting state laws and the responsibilities of each of the 3 government branches
5. Identify types of state laws and how they affect you.
6. Discuss environmental issues related to land fills and garbage disposal

## TERMINOLOGY

Terms that students should know or learn as part of this lesson.

Constitution
Supreme Court
Senator
Withholdings
Monarchy
Democracy
Representative
Appointed
Rights
Electoral college
Recycling
Executive branch
Elected
Privileges
Legislative branch
Checks and balances
Judiciary branch
Dictatorship

## REFLECTIONS

The television news each night tells about what is happening across the country. You may hear about "rights being violated," "tax increases," or "toxic waste." In order to understand, and fully participate in, American life, you need to know these things. In this section, you learn about your rights and responsibilities as a citizen, and where you get them!

**COMPETENCIES 14.01, 14.02, 14.03, 14.05**

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**SAMPLE LEARNING ACTIVITIES**

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PB 1 (14.01, 14.02, 14.03) (CR 9.12, 11.03, 11.06, 11.07, 11.08, 11.09, 11.11, 13.02, 15.02)
Benchmark Task: Read the first ten amendments to the Constitution called the Bill of Rights and give an example of situations which you know or have read about that illustrate either a violation of one of those rights or emphasizes its importance.

(Basic content areas: U.S. Constitution, Bill of Rights)

1. Check out a book about the U.S. Constitution at either a public library or the Learning Center Resource Room. Research and prepare to discuss why the Constitution was written and the process that was used. (I/G, ET: 1 hr.)

2. Work in pairs. Read a unit about the Constitution in a Civics text at the Center. Make up questions about what you have read. Discuss the questions with your partner. (G, ET: 1 hr.)

3. Write a one-page paper explaining why the U.S. still uses the same Constitution after all these years. How has the Constitution changed over the years? (I, ET: 30 min.)

4. Determine which amendment gave women the right to vote. Write a paper about the importance of this amendment. (G, ET: 30 min.)

5. Discuss which is more important, individual or government rights. Which usually prevails? How do amendments help or hurt the rights of individuals? (G, ET: 30 min.)

6. Describe how the Constitution is amended. Use markers, posterboard, and tape to create a flow chart of the amending process. Include a "For Your Information" box explaining how many times the Constitution has been amended through the years. (I, ET: 1 hr.)

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PB 2 (14.02) (CR 3.04, 11.06, 11.07, 11.08, 11.09, 11.11, 11.12, 12.03, 12.08)
Benchmark Task: Complete a state income tax form and describe how tax dollars are spent. Use a chart showing percentages of the tax dollar for each type of source.

(Basic content areas: State governmental services, state taxes, calculation of percentages, preparation of a graph or a table)

1. Use the information from a given weekly paycheck to compare deductions. Create a pie chart with the information. (I, ET: 30 min.)

2. Work with a partner. Look at a daily newspaper. Find all the articles you can about state taxes. Write information about each article on an index card, including the headline and the writer of the article, the agency the article talks about, the money involved, and the use of the money involved. Report your findings to the class. (G, ET: 45 min.)

**COMPETENCIES 14.01, 14.02, 14.03, 14.05**

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**SAMPLE LEARNING ACTIVITIES**

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PB 2 (Continued)

3. Make a list of the resources you call in your community to help you with your taxes. Use the telephone book to assist you. (I, ET: 15 min.)

4. Compute the following: Your paycheck before taxes is $200. Your take home $137.50. Using a calculator, determine what percentage of your check is taken out by taxes. (I, ET: 15 min.)

5. Work in groups of 2 to 4. Ask your teacher for payroll tax withholding forms. Each team member should fill out a form. Discuss the importance and meaning of each part of the form. Appoint one member of your group to prepare an explanation for the class on how to fill out the withholding forms. (G, ET: 45 min.)

6. Interview a worker at a state organization (either in person or over the telephone). A person may be interviewed from the Health Department, Food Stamp Office, Social Services, or other service agency. Find out what the organization does and how tax dollars are spent within the agency. Write a one-page report about your findings. (I, ET: 30 min.)

7. Do problems related to payroll and income taxes (Connections: Life Skills & Mathematics or similar resource). (I, ET: 2 hrs.)

8. Obtain a copy of the state income tax form. Read the instruction booklet. Make a list of the items needed to complete the form. List the items (and where you can find them) on a sheet of paper. Discuss your list with the class. (I/G, ET: 30 min.)

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PB 3 (14.03) (CR 11.02, 11.03, 11.06, 11.07, 11.08, 12.03, 12.05, 12.08)
Benchmark Task: Read about the three branches of government: legislative, executive, and judicial. Explain the role that each branch plays in a system of checks and balances for government.

(Basic content areas: Governmental branches and their roles, reading comprehension, logical reasoning, organization of information for writing of a descriptive essay)

1. Write the three branches of government on separate sheets of paper. Find out the persons serving you in Washington, D.C. for each of the branches. (Hint: More than one person will appear on at least one of the pieces of paper.) I, ET: 30 min.)

2. Divide the classroom into 3 groups (branches). Have each group list how they "check/balance" each of the other branches. Ask a member of each group to record the discussion as the group brainstorms example situations where "checking/balancing" may happen. (G, ET: 1 hr.)

**COMPETENCIES 14.01, 14.02, 14.03, 14.05**

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**SAMPLE LEARNING ACTIVITIES**

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PB 3 (Continued)

3. Identify a community or state governmental that you think is important. Write a letter expressing your views on the issue. Assume the letter is going to the official who can help resolve the issue. (I, ET: 1 hr.)

4. The President appoints U.S. Supreme Court Justices for life. Write a one-page essay expressing your opinion about whether this lifetime appointment is a good thing or not. (I, ET: 30 min.)

5. We may elect the President of the U.S. for two terms. Write an essay expressing your feelings concerning this limit. Should we allow a good President to serve longer? (I, ET: 30 min.)

6. Read a daily newspaper every day for a week. Cut out all of the articles related to the executive, legislative, and judicial branches of the Federal government. Make a chart showing how many of the articles you cut out that were about each branch compared to the total number of articles cut out. (I, ET: Varies according to the number of articles read)

7. Describe and define the electoral college. (I, ET: 1 hr.)

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PB 4 (14.03) (CR 14.04, 3.17, 5.08, 11.02, 11.03, 11.06, 11.07, 11.08, 11.09, 11.11, 12.03, 12.08)
Benchmark Task: Outline the process for enacting a state law. Describe the responsibilities of the legislative, judicial, and executive branches of government for state laws.

(Basic content areas: State governments versus federal powers, state governmental branches, process for passing state laws, responsibilities of each governmental branch, chart reading, the writing and organizing of information)

1. Find the name of the person who represents your town in each of the three branches of state government. Write the information on index cards. Use one card for each branch of government. (I, ET: 30 min.)

2. Research the qualifications required for a U.S. Representative. Compare these requirements to the qualifications required for a State Representative. Write a paper explaining the differences in these qualifications. In the paper, relate why you think these qualifications are or are not reasonable requirements for the jobs. (I, ET: 45 min.)

3. Work in groups of 3 to 4. The first step in making an idea into a law is for someone to draft a bill. As a group, discuss several ideas that you believe suited for bills. Let each group member choose an idea and write a letter to his/her Representative requesting that he/she "draft the bill." (I/G, ET: 1 hr.)

**COMPETENCIES 14.01, 14.02, 14.03, 14.05**

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**SAMPLE LEARNING ACTIVITIES**

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PB 4 (Continued)

4. The "Committee on Committees" assigns the drafted bill to a Standing Committee. The following list shows some of the Standing Committees and several sample bills. Look at the examples of sample bills. Decide which Standing Committees would most likely review the bill. Write a paragraph explaining your choice. (I, ET: 45 min.)

**STANDING COMMITTEES**

| | |
|---|---|
| Agriculture | Conservation |
| Criminal Law | Education |
| Public Health | Veterans and Military Affairs |

**SAMPLE BILLS**

*A bill to provide health insurance to every Kentuckian
*A bill to require farmers to pay a special fine for tractors not equipped with proper exhaust systems
*A bill to stop the damming of our state's rivers
*A bill to require mandatory sentences for certain violent crimes
*A bill to require schools to operate year-round

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PB 5 (14.03) (CR 5.08, 9.08, 11.02, 11.03, 11.06, 11.07, 11.08, 11.09, 11.11, 12.02, 12.03, 12.05, 12.08)
Benchmark Task: Identify 5 state laws that affect your life and explain their effects.

(Basic content areas: State laws, consumer protection laws, research skills, reading comprehension)

1. Look in the telephone book for the local, state, and federal agency listings' page. Write down the headings "Local," "State," and "Federal." Record the agencies on the listings' page under the appropriate heading. Write a brief description about what each agency does. Verify your answers by asking your teacher or writing the agency and requesting information about what the agency does. (I, ET: 45 min.)

2. One of the areas governed by state law is gambling. Work in pairs. Debate the gambling issue with your partner. One of you should argue the "pro" side of legalized gambling, while the other argues the "con" side of the issue. Be sure to outline your ideas. (I, ET: 1 hr.)

3. Scan a newspaper covering the state news. Find an article about a state law issue. Read the article and outline the main points. Present a report of the article to the class or to a break-out group. Discuss the topic with the group. (I/G, ET: 45 min.)

**COMPETENCIES 14.01, 14.02, 14.03, 14.05**

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**SAMPLE LEARNING ACTIVITIES**

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PB 5 (Continued)

4. Watch 15 minutes or so of the General Assembly aired on KET. (The airing may videotaped or live.) Jot down your observations as you watch. Discuss the broadcast with other class members. What issue(s) were being discussed? Which Chamber were you watching? (G, ET: 45 min.)

5. Write the Kentucky Legislative Research Commission. Request information about "How a Bill Becomes a Law." Using the information sent to you, write down an outline of the process required for a bill to become state law. (I, ET: 30 min.)

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PB 6 (14.05) (CR 1.01, 2.11, 9.01, 9.02, 9.04, 9.06, 9.08, 9.13, 9.14, 11.01, 11.02, 11.03, 11.06, 11.07, 11.08, 11.09, 11.10, 11.11, 12.02, 12.03, 12.04, 12.05, 12.06, 12.08, 16.01)
Benchmark Task: Research and identify different methods of garbage disposal for a city or rural area. Explain the advantages and disadvantages of each method and suggest ways to improve local garbage disposal.

(Basic content areas: Environmental issues, governmental responsibilities for garbage disposal, systems of garbage and waste disposal, problem solving and decision making skills)

1. Call your local sanitation department or city or county official and ask about garbage disposal in your community. Find out the rates for garbage pickup and any rules and regulations. Look in the phone book for any private garbage disposal companies. If other services are available, call one other service and find out its rates and policies. Compare the two services and write a (pretend) letter requesting the service. (I, ET: 45 min.)

2. Write a letter to the County Extension Agent or the Solid Waste Extension education program in your community to request information about waste disposal and recycling. (I, ET: 15 min.)

3. Work in several groups. One group should be "aluminum and steel cans;" one should be "HDPE and PET plastic." Ask each group to bring in samples of their type of recyclable garbage. Use the SWEEP (Solid Waste Extension Education Program) "How to Recycle" as a guide. (G, ET: 30 min.)

4. Write an essay on ways you can lower your family's amount of garbage. (I, ET: 30 min.)

5. Americans throw away an estimated 3.5 pounds of trash per person per day. Based on your city's population, estimate how many pounds of trash your city or town throws away per day...per week...per year. If 30% of trash is packaging, how much of your city or town's trash per year is packaging? (I, ET: 15 min.)

**COMPETENCIES 14.01, 14.02, 14.03, 14.05**

## SAMPLE LEARNING ACTIVITIES

PB 6 (Continued)

6. Look at examples of cans that your teacher provides. Using a magnet, determine which cans are aluminum and which are tin. Using the SWEEP "How to Recycle" as a guide, write a letter to your neighbor explaining how to prepare cans for recycling. (I, ET: 45 min.)

## RESOURCES

| | |
|---|---|
| Globe-Fearon. | Our Constitution<br>Unlocking the Constitution and Declaration of Independence<br>Exploring American Citizenship |
| Lakeshore Life Skills. | Everyday Law for Young Citizens |
| New Readers Press. | Government Today<br>The Constitution Made Easier<br>Our United States |
| Steck-Vaughn. | Its Yours: The Bill of Rights<br>American Government<br>Conserving Our World<br>Good Citizenship<br>You Are the Judge |
| U.S. Government Printing Office. | Federal Textbook on Citizenship (Manual)<br>Our Constitution and Government, plus workbook |

## ADDITIONAL RESOURCES

**COMPETENCIES 14.01, 14.02, 14.03, 14.04, 14.05**

## ADDITIONAL LEARNING ACTIVITIES

# Duty Area: GOVERNMENT AND CITIZENSHIP

Advanced Level

**COMPETENCIES:**

14.01 Identify requirements for U.S. citizenship and citizen responsibilities
14.02 Interpret individual tax requirements
14.03 Identify and describe the form of government in the United States
14.04 Describe the election process
14.05 Demonstrate environmental awareness
14.06 Describe different forms of government

## RELATED SKILLS

* Mathematics 3.01, 3.03
* Science 1.01, 1.04
* Health/Wellness 2.11
* Technology/Tools 4.01
* Consumer Economics 5.01
Home Management
Family Relationships
* Interpersonal/Social 8.02
* Self-Management 9.02
Employability
* Communication 11.01, 11.02
* Thinking 12.02, 12.03
* Social Sciences 13.02
Govt./Citizenship
* Cultural Diversity 15.01
* Community Resources 16.01

## PREREQUISITES

Add, subtract, multiply, and divide decimal numbers
Writing skills
Critical thinking skills
Research skills
Ability to differentiate between fact and opinion
Interpret and prepare charts and graphs

## PROGRESS BENCHMARKS

1. Identify characteristics of a democracy and other types of governments
2. Relate federal tax requirements to federal programs and services
3. Describe the federal process for enacting and carrying out laws
4. Research national issues and reports on facts, opinions, and solutions
5. Chart the 3 branches of federal government and their roles
6. Research an issue related to constitutional rights of individuals and predict litigation outcomes

## TERMINOLOGY

Terms that students should know or learn as part of this lesson.

Naturalize
Republic
Exemptions
Withholding
Dependent
Oligarchy
Democracy
Citizenship
Fascism
Stereotype
Monarchy
Earned Income Credit
Executive Branch
Legislative Branch
Judicial Branch
Totalitarianism
Triumvirate
Communism
Allegiance
Immigration
Deduction
Nepotism
Naturalization
Discrimination
Civil Rights
Gross Income
Electoral college

## REFLECTIONS

Many people are unaware of the rights, responsibilities, and duties of American citizenship. To function effectively, it is necessary to know how the U.S. government and its branches operate. This lesson will familiarize students with the different types of government, world-wide, that currently exist and have existed in the past. Students will also study the effect that the Civil Rights Movement has had on our country, its people, and politics.

**COMPETENCIES 14.01, 14.02, 14.03, 14.04, 14.05, 14.06**

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## SAMPLE LEARNING ACTIVITIES

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**PB 1 (14.01) (CR 9.02, 9.14, 11.02, 11.03, 11.06, 11.07, 11.08, 11.09, 11.10, 11.11, 12.03, 12.05, 12.08, 13.02, 15.01, 15.02)**
**Benchmark Task:** Summarize the major responsibilities associated with United States citizenship and explain why they are important. Include the relationship of the Pledge of Allegiance and national holidays to citizenship rights and responsibilities.

(Basic content areas: Types of government, rights and responsibilities associated with a democracy, basic principles of democracy, diverse ethnic backgrounds and cultures in the United States, how individuals acquire citizenship, reading comprehension, writing skills, critical thinking.)

1. Have students do a class reading on the different types of government. (G, ET: 15 min.)

2. Have students define and do a comparative study of the different types of government (i.e., communism, republic, democracy, fascism, totalitarianism, oligarchy, nepotism, monarchy, triumvirate). For example, in a communist government, do the people have a voice in how they are ruled? Have students chart their comparisons and present their findings to the class. (See PB 2, Activity 2, Attachment A.) (Optional activity: for a group activity, let each student study a different form of government.) (I or G, ET: 3-5 hrs.)

3. Have the students interview someone who is a naturalized citizen. The students should ask questions such as how things are similar in the U.S. and their home country, and how things are different. (Optional activity: Interview someone from another country who is not a naturalized citizen. Find out if the person plans to become a citizen of the U.S. Why? Why not?) (I, ET: 2-3 hrs.)

4. Divide students into groups of 3-4. Have one student in each group contact the local INS office to learn what ethnic groups reside in your area. What is the largest group? The smallest group? Chart the representation for your area. Also, have the students research the customs of each of these groups. The information should be presented orally by one person from each group. (G, ET: 2-4 hrs.)

5. Have students prepare a list of the privileges and responsibilities of citizenship. Have the students prepare a chart showing rights versus responsibilities. Students should also give an oral report explaining why they classified things as a right or a responsibility. Students may refer to Article 4, Section 2 of the Constitution, "Privileges of Citizens." Students may also relate their list to the Pledge of Allegiance. What rights responsibilities, and beliefs are stated in the Pledge? (I and G, ET: 2-3 hrs.)

6. Have students visit a naturalization class and a naturalization ceremony. Have the students write their impressions of both. Also, have the students contact the Immigration and Naturalization Service (INS) to obtain the requirements for U.S. citizenship. If possible, have the students take the test for naturalization. They will be surprised by how difficult it is. (I or G, ET: 4 hrs.)

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**COMPETENCIES 14.01, 14.02, 14.03, 14.04, 14.05, 14.06**

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**SAMPLE LEARNING ACTIVITIES**

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PB 2 (14.02) (CR 3.01, 3.03, 3.04, 3.17, 5.01, 11.03, 11.06, 11.07, 11.08, 11.11, 11.12, 12.02, 12.03, 12.04, 12.05, 12.08, 13.02, 16.01)
Benchmark Task: Complete a federal tax form and explain why federal taxes are necessary and the types of federal expenditures and services which tax dollars provide.

(Basic content areas: Sources of federal tax forms and information; following directions; calculating gross income, deductions, and using a tax table to calculate tax; information on categories of services covered by federal taxes)

1. Have students view the video, "Understanding Taxes." Give students a brief history about taxation. This history may include a discussion about the Stamp Act, Boston Tea Party, and "taxation without representation." (G, ET: 1.5 hrs.)

2. Have a guest speaker from the local IRS office. The speaker should cover information about federal and state tax forms. The speaker should also offer information about Earned Income Credit. If time allows, have students fill out an Earned Income Credit form with the assistance of the speaker. (G, ET: 1.5-2 hrs.)

3. Using a copy of the 1040A or 1040-EZ, plus invented salaries and deductions, walk the students through the form. You may use the booklet, "Understanding Taxes" to aid in filling out the forms. (I or G, ET: 1-2 hrs.)

4. Have the students bring all of their receipts, W-2s and other tax-related information to class, along with their preferred tax forms. Students will complete their income tax claim forms in class, with the assistance of the instructor and/or a volunteer from the IRS. (I, ET: 3-5 hrs.)

5. Have the students go to the public library to learn about the different categories of services that are provided by federal income taxes. Students should prepare a chart of these services and present the information to the class. (I, ET: 2-4 hrs.)

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PB 3 (14.03, 14.06) (CR 3.17, 11.03, 11.06, 11.07, 11.08, 11.09, 11.11, 12.03, 12.08)
Benchmark Task: Prepare a poster illustrating how bills are introduced and laws are passed by Congress. Also, describe the role of the Executive and Judicial branches in enacting and enforcing laws.

(Basic content areas: Process by which bills become laws, roles and powers of the presidency in relation to laws, roles and powers of the judicial system in enforcing laws, preparation of charts or posters)

1. Have the students read the Constitution and its interpretation (U.S. History: Reconstruction to the Present). Divide the students into groups and have each group rewrite a section of the constitution using everyday language. Have each group present their section to the class after the interpretation is complete. (I or G, ET: 2-3 hrs.)

**COMPETENCIES 14.01, 14.02, 14.03, 14.04, 14.05, 14.06**

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**SAMPLE LEARNING ACTIVITIES**

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PB 3 (Continued)

2. Have the students read Article I, Section 7, of the Constitution, "How a bill becomes a law." Hold a class discussion on the process. How could this process be changed to make it better? (Teachers could contact the local TV station to get a copy of the tape "How a Bill becomes a Law." This program was presented by "Grammar Rock.") (G, ET: 1 hr.)

3. Invite a judge, Congress person, or senator to come to the class and discuss the process of how a bill becomes a law. (G, ET: 1 hr.)

4. Have the students write a description of the Judicial Branch, Legislative Branch, and the Executive Branch of the government. Students should note how these parts of the government influence the enactment and enforcement of laws. What are the duties of each of these branches of government? (I, ET: 1 hr.)

5. Have the students prepare a chart showing how a bill becomes a law. The chart should be illustrated by the students. Certain students may be selected to present their charts to the class. Afterwards, charts should be displayed in the room. This is a good activity for students to demonstrate their understanding of the process. (I, ET: 1-3 hrs.)

6. Divide the students into two or three groups. Have the students write a skit about the writing of the Constitution. Students may design costumes and sets for their skits. The language should reflect the language of the day. Groups should present their skits and should take no more than 15 minutes. (G, ET: 3-5 hrs.)

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PB 4 (14.05) (CR 1.01, 1.04, 2.11, 3.17, 4.01, 8.02, 8.04, 9.03, 9.06, 9.08, 9.13, 11.02, 11.03, 11.06, 11.07, 11.08, 11.09, 11.10, 11.11, 12.02, 12.03, 12.04, 12.05, 12.08)
Benchmark Task: Work with one or more partners and identify an environmental pollution issue which has been in the national news within the past 5 years. Research and read articles about the issue and prepare a report which presents the facts and opinions related to the issue. Describe how the pollution problem might have been better handled.

(Basic content areas: Conduct research in journals and newspapers, distinguish between fact and opinion, make decisions based on facts, prepare a written report with references, follow a problem solving process)

1. Give students a list of statements about pollution. Make some statements fact and others opinion. Without telling the students which are which, have them mark whether a statement is fact or opinion. (I, ET: 1/2 hr.)

2. After the students have done the fact/opinion sheet, have a class discussion about each statement and what makes it a fact or opinion. Have the students research the

**COMPETENCIES 14.01, 14.02, 14.03, 14.04, 14.05, 14.06**

**SAMPLE LEARNING ACTIVITIES**

**PB 4 (Continued)**

statements on the fact/opinion list and re-write the opinion statements to make them facts. Students may also gather additional information about the listed facts. (I or G, ET: 1-3 hrs.)

3. Have the students compile a list of pollution "facts" and "opinions." The list should be created by surveying other people and getting their views about pollution; people should differentiate between fact and opinion. Afterwards, students should present their results to the class and clarify the "facts." (I or G, ET: 2-4 hrs.)

4. Working with one or two partners, have the students use newspapers, magazines, and professional journals to research information about major oil spills that have occurred in the last 5-10 years. Students may include information about the Alaska Pipeline or the incident with the Exxon Valdez. Let each group of students select a different pollution problem. Students should be prepared to present their information in class. (G, ET: 3-5 hrs.)

5. Let students select a pollution issue and write a paper which presents a solution to that problem. Reports will be presented orally in class. (This paper will require that students research problems and solutions at the library.) (I, ET: 5-6 hrs.)

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PB 5 (14.03) (CR 3.17, 9.02, 11.02, 11.03, 11.06, 11.07, 11.08, 11.09, 11.11, 12.01, 12.03, 12.05, 12.08, 13.02)
Benchmark Task: Chart the structure of the federal government. Explain the structure and the checks and balances. Include a discussion of national elections and the process for becoming an official in a national elective office.

(Basic content areas: American system of government, Congressional representation, national elections, political parties, powers and duties of Congress, powers and duties of the President and the court system, interpretation of charts and comprehension of written materials)

1. (Previous reading--U.S. Constitution) Have the students prepare a chart showing the duties and responsibilities of each branch of government. Display these charts in the classroom--they will be used again later in this unit. (I or G, ET: 1 hr.)

2. Discuss the powers and duties of the Congress; also, discuss the balance of Congressional representation. Students should be familiar with how many Congressional representatives there are and why it is balanced that way. Repeat the exercise for Senate representation. (G, ET: 1-2 hrs.)

3. Students should contact the county registrar to learn what political parties exist in the area. Students should then go to the library and, using the encyclopedia, summarize the beliefs and opinions of each party. Which parties are best known? Which parties are

**COMPETENCIES 14.01, 14.02, 14.03, 14.04, 14.05, 14.06**

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**SAMPLE LEARNING ACTIVITIES**

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**PB 5 (Continued)**

least known? What are the strengths and weaknesses of each party? Students have the option of preparing a chart to show a comparison of the parties. (I, ET: 3-5 hrs.)

4. Have the students research how national elections are conducted. What part do the popular vote and the electoral college play in elections? Which is the determining factor? Why? Students should also learn what a prospective candidate for a national office must endure. (I or G, ET: 2-3 hrs.)

5. Students should write a paper relating how the branches of government work together. What are the checks and balances that protect our country? Some papers will be presented orally. (I or G, ET: 5 hrs.)

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PB 6 (14.01, 14.06) (CR 7.04, 8.02, 9.14, 11.02, 11.03, 11.06, 11.07, 11.08, 11.10, 11.11, 12.02, 12.03, 12.04, 12.05, 12.06, 12.08, 13.02, 15.01, 15.02, 15.03, 15.04)
Benchmark Task: Given a scenario involving a current civil rights issue, research the rights of the individuals involved in the issue. Present your predictions of litigation which could develop and the outcomes of such litigation.

(Basic content areas: History of the civil rights movement, knowledge of individual rights and freedoms, knowledge of cultural differences and customs, awareness of discriminatory behaviors and negative effects of stereotyping, laws and previous cases involving civil rights issues, research and report preparation)

1. Divide the class into groups of 8 to 10. Tell the students that a nuclear bomb has exploded and the "outside world" will not be liveable for six months. Explain to the students that the shelter that they are in contains 10 people, but only has a minimum amount of food and water for six people for six months. It is up to the students to decide who will be able to stay in the shelter and who will have to go. Have the students make their individual choices, then have the group make its choice. Students will have to compromise. Have students justify WHY they eliminated someone (and how). There are no right or wrong answers.

Suggested Shelter Occupants

Walter, 40, WM, ex-cop with a gun, dismissed for police brutality
Martin, 26, BM a black militant/civil rights leader
Suzie, 24, WF, a movie starlet
Dr. Brown, 35, BF, physician
Nancy, 60, WF, historian
Greg, 45, WM, scientist

**COMPETENCIES 14.01, 14.02, 14.03, 14.04, 14.05, 14.06**

**SAMPLE LEARNING ACTIVITIES**

PB 6 (Continued)

Father Juan, 50, HM, catholic priest
Maria, 26, HG, pregnant
Jack, 30, BM, Maria's husband, won't leave without Maria
Mandy, 48, WF, teacher

(name, age, race/sex, occupation) (W=White, B=Black, H=Hispanic, F=Female, M=Male)

This is an excellent ice-breaker activity. It gets the students thinking and talking. (I or G, ET: 1-2 hrs.)

2. Have the students read the history of the current-day Civil Rights Movement. A discussion of the topic should follow the reading. After reading the material, students should be able to answer questions, such as:
    Who (what) began the civil rights movement?
    What political leaders supported the movement?
    What political leaders did not support the movement?
    What groups have benefitted from civil right laws?

   (I or G, ET: 1-2 hrs.)

3. Currently, there are many issues involving individual rights in the news. Identify groups protected from discrimination by federal and Kentucky laws. Students should research laws that are currently on the books that govern prohibition of discrimination. What effect do these laws have on your city or county? This assignment can be in the form of a paper or a discussion. (I, ET: 1-3 hrs.)

4. Using the information from the previous activity, have students predict outcomes of discrimination cases in housing and employment. What other outcomes may occur because of these laws and resulting law suits? Students must provide support for their views. (Students may also keep a chart listing their predictions and the actual outcomes.) (I or G, ET: 2-3 hrs.)

5. During the holiday seasons, have students choose a different country and report on how (or if) that country celebrates the up-coming holiday. These reports will be presented orally, and should not exceed 5-10 minutes each. (I or G, ET: 2-4 hrs.)

6. Present stereotypes of different cultural groups to the students and have the class determine whether or not the stereotype is accurate. What things happen when a person or group of people is stereotyped? Are these things good, bad, or both? (I or G, ET: 1 hr.)

**COMPETENCIES 14.01, 14.02, 14.03, 14.04, 14.05, 14.06**

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## RESOURCES

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| | |
|---|---|
| Field Enterprises. | Childcraft-The How and Why Library, Vol. 3<br>Children Everywhere, Vol. 9 |
| Globe Fearon. | Our Constitution<br>Exploring American Citizenship<br>Your Government<br>Government and Civics |
| IRS. | "Understanding Taxes" resource package and video |
| Lakeshore Lifeskills. | United States Government textbook<br>Our Government in Action<br>Real Life Citizenship class set |
| Merrill. | United States History: Reconstruction to the Present, Vol. 2 |
| New Readers Press. | Government Today<br>The Constitution Made Easier |
| Oregon CBE. | "Ideas that Work for ABE" Oregon CBE Curriculum |
| Scott-Foresman & Company. | This Land is Your Land |

### Computer Games

Focus Media. The Great History Knowledge Race: U.S. History

| | |
|---|---|
| Series 1 | Exploration, Indians, Settlers, Colonial Life |
| Series 2 | Road to War, Revolution, New Nation, Federal Union |
| Series 3 | Washington Administration, Federalists and Republicans, War of 1812, Nationalism |
| Series 4 | Monroe Doctrine, Age of Jackson, Sectionalism (North versus South), Age of Reform |

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## ADDITIONAL RESOURCES

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**COMPETENCIES 14.01, 14.02, 14.03, 14.05, 14.06**

## ADDITIONAL LEARNING ACTIVITIES

# DIFFERENT TYPES OF GOVERNMENT

| | |
|---|---|
| OLIGARCHY | A government in which the power is in the hands of a few. |
| DEMOCRACY | A government by the people either directly or through representative rule of the majority. In this government, social equity and respect for the individual exists. |
| REPUBLIC | A political order in which the supreme power lies in a body of citizens who are entitled to vote for officers and representatives responsible to them. |
| FASCISM | Stringent social and economic control by a strong central government headed by a dictator and often a policy of belligerent nationalism (oppressive, dictatorial control). |
| NAZISM | The policy of state control of the economy, racist nationalism, and national expansion. |
| TOTALITARIANISM | One person or party exercises absolute control over all spheres of human life and opposing parties are not allowed to exist. |
| COMMUNISM | The state controls the means of production and a single, often authoritarian, party holds power with the intention of establishing a higher social order in which all goods are equally shared by the people. |
| DICTATORSHIP | Absolute or despotic control or power in a country. (A despot is a ruler who wields power oppressively or tyrannically.) |
| NEPOTISM | Favoritism shown or patronage granted by persons in high office to relatives and friends. |
| TRIUMVIRATE | A group of three sharing public administration or civil authority. |
| MONARCHY | A government ruled by one person having preeminent power. |

# Duty Area: HEALTH EDUCATION AND WELLNESS

KCBAE Level I

Beginning Level

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**COMPETENCIES:**

| | |
|---|---|
| 2.02 | Identify health services available in the community |
| 2.03 | Explain how to access health services |
| 2.05 | Demonstrate basic life-saving maneuvers |
| 2.09 | Practice health maintenance behavior and identify high-risk behaviors |
| 2.10 | Demonstrate a knowledge of responsible drug and medication use |
| 2.11 | Identify measures to maintain a healthy and safe environment |
| 2.12 | Practice good grooming and personal hygiene |
| 2.14 | Demonstrate ability to complete medical and dental history forms |

## RELATED SKILLS

* Mathematics 3.12
Science
Health/Wellness
* Technology/Tools 4.02
Consumer Economics
* Home Management 6.01, 6.02
Family Relationships
* Interpersonal/Social 8.01
* Self-Management 9.02, 9.06
* Employability 10.01
* Communication 11.01, 11.02
* Thinking 12.03
Social Sciences
Govt./Citizenship
Cultural Diversity
Community Resources

## PREREQUISITES

Beginning Reading Level

## PROGRESS BENCHMARKS

1. Complete health information forms
2. Compile a directory of local health services
3. Respond to choking or to emergency situations
4. Plan time for personal care and grooming
5. Identify major health risks and preventive practices
6. Improve home safety

## TERMINOLOGY

Terms that students should know or learn as part of this lesson.

| | | | |
|---|---|---|---|
| Contagious | Clinic | Disease | Emergency |
| Health | Heimlich maneuver | Hygiene | Physician |
| Physical fitness | Specialists | Stress | Symptoms |

**For additional terms see:** Health, Education & Wellness, Level II, PB 6, Activity #3.

## REFLECTIONS

In order to be able to learn, people need to have healthy bodies and minds. They also need to feel safe and secure. By learning about community resources that are available that provide medical information and services and using those resources, people can develop personal health and wellness plans. Also, homes can be made safer by creating safety awareness among family members.

**COMPETENCIES 2.02, 2.03, 2.05, 2.09, 2.10, 2.11, 2.12, 2.13, 2.14**

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## SAMPLE LEARNING ACTIVITIES

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PB 1 (2.14) (CR 8.02, 9.01, 9.02, 9.06, 11,02, 12.03, 16.01)
Benchmark Task: Collect samples of patient information forms from your local physician's office or clinic, dental office, and insurance claim forms. Work in small group to discuss the information requested on these forms until you are sure you can complete a similar form completely and accurately.

(Basic content areas: Types of health forms, filling in forms, organizing personal information to complete forms, keeping a file of pertinent health information)

1. Use the local telephone directory to make a list of physicians and dentists in your community. List the number of different specialists. (I or G ET: 20 min.)

2. Select the physician's name from the list (or use your personal physician), locate and visit the office. Request a blank copy of the patient information form to take to class. Also request a patient information form from a dentist's office. (G, ET: 1 hr.)

3. Discuss the information requested on the patient forms; make a list of the common information requested on each form. Compare forms from the physician's office and the dentist's office. After collecting information forms from all local medical providers keep blank copies to put in your personal medical reference manual. (G, ET: 30 min.)

4. Complete one of the medical information forms. Assistance will be given on any questions that you do not understand. Use words from the form to make a vocabulary list. (I, ET: 40 min.)

5. Using the list from PB 1, Activity 1, do a computer printout with physicians' and dentists' names, addresses, and phone numbers to use in your medical reference manual. (I & G, ET: 45 min.)

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PB 2 (2.02, 2.03) (CR 9.01, 9.02, 9.06, 9.08, 11.01, 11.02, 12.03, 16.01)
Benchmark Task: Use community resources to determine available health services; visit or call community agencies to determine the health services provided. Develop a community health services directory including services provided and how to access these services.

(Basic content areas: Identifying types of health services using directories, using the telephone to request information, making appointments to gain information)

1. List and define the different types of medical specialists (e.g., cardiologist, dermatologist, oncologist). (See Health, Education and Wellness, Level II, PB 6, Activity 3.) (G, ET: 30 min.)

2. Call a health department and/or hospital in your community to request an appointment to collect information about services provided. (I or G, ET: 25 min.)

3. Visit the local health department and/or hospital. Make a list of the services provided by each. Ask for other printed information (brochures).

**COMPETENCIES 2.02, 2.03, 2.05, 2.09, 2.10, 2.11, 2.12, 2.13, 2.14**

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**SAMPLE LEARNING ACTIVITIES**

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**PB 2 (Continued)**

Sample Questions:
1. How much do you charge for your services?
2. May I pay the bill a little at a time?
3. Will you take medical insurance?
4. Do you treat all medical problems? (G, ET: 1 hr. 30 min.)

4. Create a chart using information from the different doctors; list the highest and lowest cost. What is the difference between the two costs? (I, ET: 20-30 min.)

5. As a group, discuss what you are looking for in a doctor. (G, ET: 20 min.)

   Sample Questions:

   1. Will the doctor answer all my questions?
   2. Will the doctor listen to all my questions and help me understand?
   3. Will the doctor return my calls?

6. Interview several friends and relatives, as well as people at work or school about community medical services that have been used or that could be recommended. Make a list of the information. (I, ET: Varies)

7. Continue to compile information for medical information manual (PB 1, Activity 3) by adding information on available community resources. (G, ET: 25 min.)

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PB 3 (2.05) (CR 2.06, 9.01, 9.02, 12.01)
Benchmark Task: Observe a demonstration of the Heimlich maneuver and work with a partner to practice this procedure.

(Basic content areas: Signs of choking, procedural steps for emergency procedures, cautions)

1. Write to the local extension service, health department, and/or emergency medical service requesting copies of first aid pamphlets. (I or G, ET: 30 min.)

2. Visit the local public library and seek assistance from the librarian on finding books on safety and first aid. (I or G, ET: 45 min.)

3. Using the books and pamphlets, locate the information on what to do if someone is choking. Read the information and write a short summary of what you have read. (Use Attachment A.) (I or G, ET: 1 hr.)

4. Do a home safety check using Attachment B from the American Red Cross. (I, ET: 30 min.)

5. Discuss the differences in treating children and adult choking victims. (G, ET: 20 min.)

**COMPETENCIES 2.02, 2.03, 2.05, 2.09, 2.10, 2.11, 2.12, 2.13, 2.14**

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**SAMPLE LEARNING ACTIVITIES**

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**PB 3 (Continued)**

6. Write a letter of invitation to a local trained safety instructor (Examples: RN, fireman, paramedic) to have them demonstrate the Heimlich maneuver. Arrange the time and place for the demonstration. Use a partner to practice the procedure. (G, ET: 1 hr. 30 min.)

7. Write a "thank you" letter to the first aid instructor. (I or G, ET: 20 min.)

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**PB 4 (2.12) (CR 9.01, 9.03, 9.04, 9.05, 9.09)**
Benchmark Task: Taking time for yourself to maintain clothes, hairstyles, and personal grooming appropriate for a work setting is important in getting and keeping a job. Consider other demands on your time, and plan a month's schedule showing where you can build in time for yourself to attend to personal appearance and clothing maintenance.

(Basic content areas: Grooming and clothing for the work world, planning a schedule, developing color charts, selecting and maintaining hairstyles, makeup or other appearance considerations)

1. Make a list of common signs of stress (Examples: headaches, backaches, upset stomach, inability to rest, skin rashes). Give out "Symptoms of Stress" handout, as well as other related attachments. (Attachments C-G) (G, ET: 15 min.)

2. Invite a local aerobics instructor or physical education teacher to teach relaxation exercises to the group. (G, ET: 30 min.)

3. Discuss the importance of personal appearance (self-esteem, seeking a job). (G, ET: 30 min.)

4. Invite a local beautician/stylist to do a class demonstration on hair care, hairstyles, and skin and nail care. A student may volunteer to assist with the demonstration. Follow up with a "thank you" letter to the instructor. (G, ET: 1 hr. 30 min.)

5. Invite the home extension agent to do a demonstration on choosing clothing for the on-the-job, selecting colors, clothing care, and personal grooming. Arrange the date and place. Follow up with "thank you" letters. (G, ET: 1 hr. 30 min.)

6. Do a monthly calendar listing all activities and include "personal" time. Discuss ways to make sure you get the "personal" time. (I or G, ET: 30 min.)

7. Visit a local gym or community center (preferably at a community center where there is no charge) that has an exercise room for a demonstration of use of equipment. (I or G, ET: 1 hr.)

**COMPETENCIES 2.02, 2.03, 2.05, 2.09, 2.10, 2.11, 2.12, 2.13, 2.14**

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**SAMPLE LEARNING ACTIVITIES**

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**PB 4 (Continued)**

8. Do "Time Management" and"How to Cope With Stress" activities. (Attachments H-I) (G, ET: 30 min.

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**PB 5 (2.09, 2.11, 2.13) (CR 9.01, 9.02)**
**Benchmark Task:** Obtain and read information brochures from your local health department on major health risks such as high blood pressure, heart disease, AIDS, tuberculosis, and hepatitis. Select 3 health risks and describe health maintenance practices for prevention.

(Basic content areas: Health risks and prevention, sources of health care information, health maintenance, stress prevention, infectious diseases, exercises and nutrition)

1. Make a list of any diseases that you or your family members may have had in the last 3 years (Examples: high blood pressure, heart disease). (I, ET: 15 min.)
2. Using brochures from the local health department, locate information about 3 diseases. Write a short summary describing each disease and describe ways to treat the disease or prevent it. (I, ET: 1 hr.)
3. Plan a "Health Fair" by inviting local health providers to visit your class to share health information, do blood pressure checks, and do other tests. Write a newspaper article advertising the fair and invite the public to participate. Follow up with "thank you" letters to providers participating in the fair. (G, ET: 2 hrs.)
4. Schedule a physical checkup with your personal physician. Make a list of questions that you would like for the doctor to answer. Be sure to ask the doctor for a list of things to do to keep your physically fit. (I, ET: 1 hr.)
5. A group of students should select and read an article from a magazine or a chapter from a book on hypertension, AIDS, tuberculosis, or hepatitis. Use the summary form (Attachment I) at the end of this section to describe what you have read. (I, ET: 40 min.)

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**PB 6 (2.10, 2.11) (CR 9.01, 9.08, 12.02, 12.04, 12.05, 12.08)**
**Benchmark Task:** Do a home inventory of safety hazards such as electrical, child access to drugs and medications, gun storage, household chemicals, fire exits, and poisons. Develop a plan to make your home safer for you and your family.

(Basic content areas: Home safety measures, electrical hazards, safe storage and usage of drugs and medications, storing household chemicals, poison control measures, fire safety, safety measures for guns)

**COMPETENCIES 2.02, 2.03, 2.05, 2.09, 2.10, 2.11, 2.12, 2.13, 2.14**

## SAMPLE LEARNING ACTIVITIES

PB 6 (Continued)

1. Obtain a copy of a "Home Safety Checklist" from the local extension service or local fire department. Complete the checksheet form for your home and discuss the findings in class. (I, G ET: 1 hr.)

2. List ways that you can increase safety in your home for children. (I or G, ET: 20 min.)

3. Draw a floor plan of your house (use rulers). Make an exit plan in case of fire. Mark all exits on the drawing. Mark all smoke detectors. Are they in the proper place? Schedule a home "fire drill" with your family. Invite the local fire chief to speak on fire safety in the home. (I, ET: 1 hr. 30 min.)

4. Make a list of safety rules for your home. Plan a "sharing" time with your family to discuss the rules. (I, ET: 1 hr.)

5. Make a list of ideas for keeping a clean learning environment (may use sanitation rules for work or rules followed at home). Share ideas with the group. Discuss the reasons for each suggestion. (I or G, ET: 45 min.)

## RESOURCES

| | |
|---|---|
| American Red Cross. | Standard First Aid text |
| Community Resources. | Health Department, Hospital, Clinics, Fire Department, Extension Service, Safety Instructors |
| Contemporary. | 1) Choices--An ESL Lifeskills Series for Adults in Good Health<br>2) Workwise |
| Fearon Education. | Lifeschool--Health, Beginning Classroom Modules (excellent handouts)<br>Fearon's Health, Accidents and First Aid, Your Appearance, Stress<br>Looking Good/Feeling Good Series<br>1) Looking Good<br>2) Keeping Fit |
| New Readers Press. | 1) Managing Stress<br>2) You Can Give First Aid |

**COMPETENCIES 2.02, 2.03, 2.05, 2.09, 2.10, 2.11, 2.12, 2.13, 2.14**

## RESOURCES (Continued)

| | |
|---|---|
| South-Western Publishing Co. | Self-Esteem and Getting Ahead |
| Steck-Vaughn. | 1) Your Health<br>2) Better Health<br>3) Keeping Your Health<br>4) Life Skills-Personal Health<br>5) Life Skills-The World of Work |
| | **Computer Software** |
| Advantage Computing. | Firefighter $39.95 |
| Victoria Learning System. | Life Skills English Series, "Completing Applications and Other Forms" $44.95 |

## ADDITIONAL RESOURCES

## ADDITIONAL LEARNING ACTIVITIES

# SUMMARY OF MAGAZINE ARTICLE OR BOOK CHAPTER

Name: ______________________________

Class: ______________________________

Date: ______________________________

Name of Publication: ______________________________

Title of Article: ______________________________

Author of Article: ______________________________

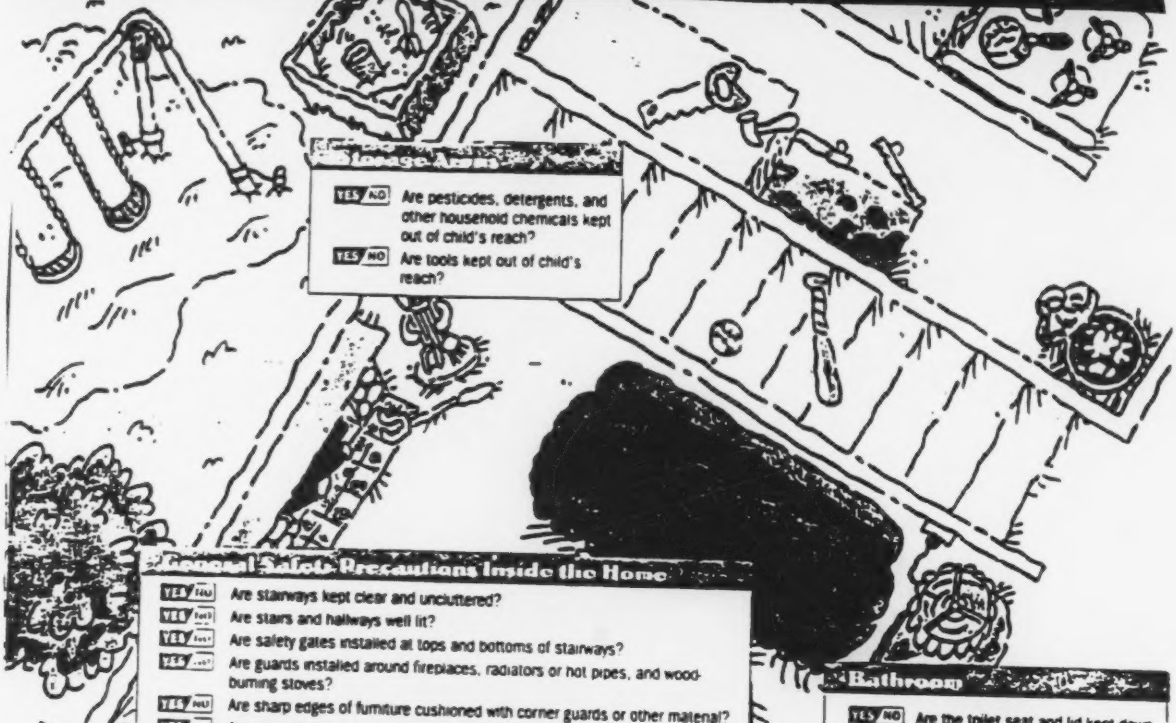
Date of Publication: ______________________________

Page Number(s) of Article: ______________________________

Outline the main points made by author:

State in your own words your agreement and/or disagreement with the content of the article.

# Make Your Home Safe for Kids



## Storage Areas

- YES/NO Are pesticides, detergents, and other household chemicals kept out of child's reach?
- YES/NO Are tools kept out of child's reach?

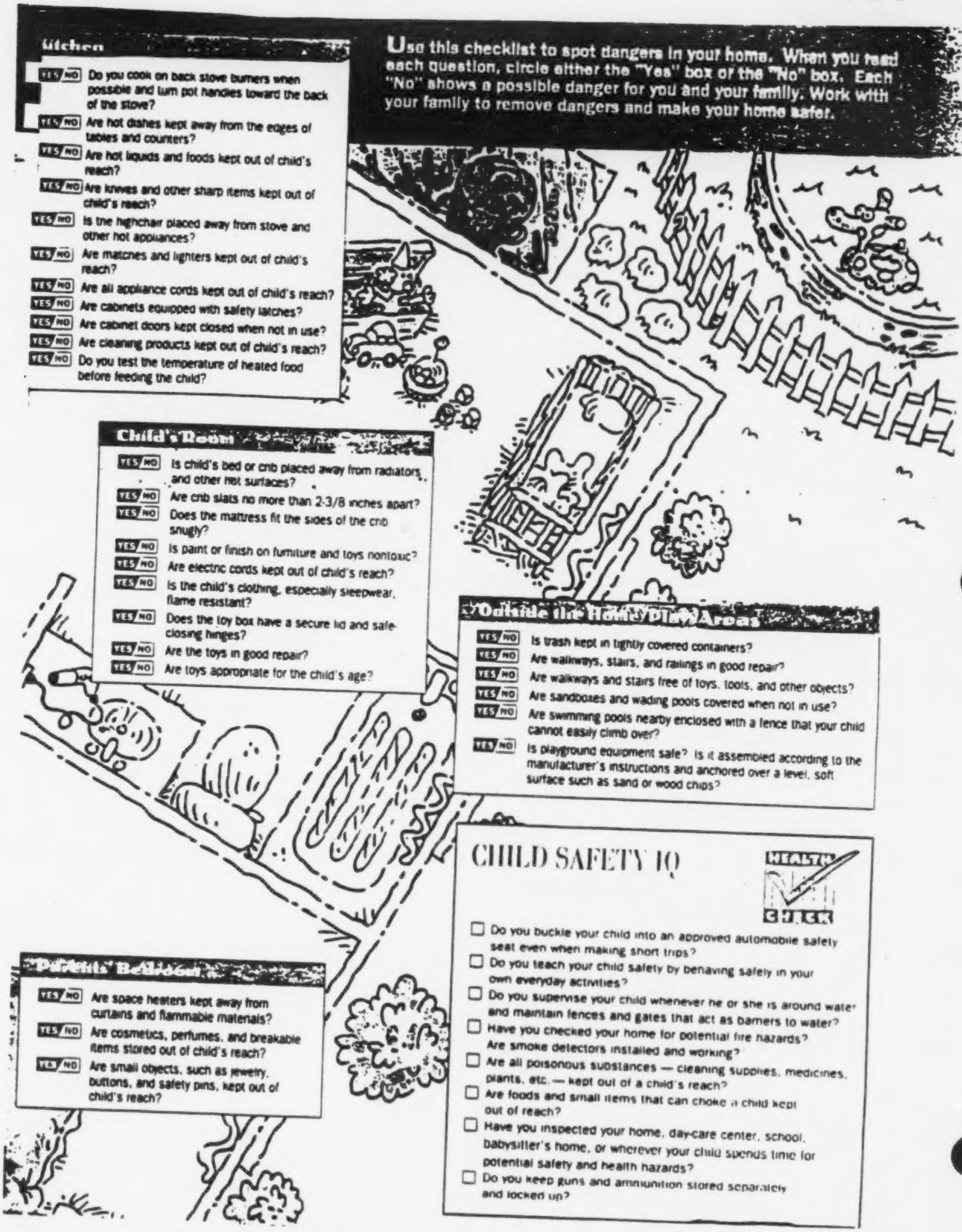
## General Safety Precautions Inside the Home

- YES/NO Are stairways kept clear and uncluttered?
- YES/NO Are stairs and hallways well lit?
- YES/NO Are safety gates installed at tops and bottoms of stairways?
- YES/NO Are guards installed around fireplaces, radiators or hot pipes, and wood-burning stoves?
- YES/NO Are sharp edges of furniture cushioned with corner guards or other material?
- YES/NO Are unused electric outlets covered with tape or safety covers?
- YES/NO Are curtain cords and shade pulls kept out of child's reach?
- YES/NO Are windows secured with window locks?
- YES/NO Are plastic bags kept out of child's reach?
- YES/NO Are fire extinguishers installed where they are most likely to be needed?
- YES/NO Are smoke detectors in working order?
- YES/NO Do you have an emergency plan to use in case of fire? Does your family practice this plan?
- YES/NO Is the water set at a safe temperature? (A setting of 120° F or less prevents scalding from tap water in sinks and in tubs. Let the water run for three minutes before testing it.)
- YES/NO If you have a gun, is it locked in a place where your child cannot get it?
- YES/NO Are all purses, handbags, brief cases, and so on, including those of visitors, kept out of child's reach?
- YES/NO Are all poisonous plants kept out of child's reach?
- YES/NO Is a list of emergency phone numbers posted near a telephone?
- YES/NO Is a list of instructions posted near a telephone for use by children and/or babysitters?

## Bathroom

- YES/NO Are the toilet seat and lid kept down when the toilet is not in use?
- YES/NO Are cabinets equipped with safety latches and kept closed?
- YES/NO Are all medicines in child-resistant containers and stored in a locked medicine cabinet?
- YES/NO Are shampoos and cosmetics stored out of child's reach?
- YES/NO Are razors, razor blades, and other sharp objects kept out of child's reach?
- YES/NO Are hair dryers and other appliances stored away from sink, tub, and toilet?
- YES/NO Does the bottom of tub or shower have rubber stickers or a rubber mat to prevent slipping?
- YES/NO Is the child always watched by an adult while in the tub?

BEST COPY AVAILABLE



Use this checklist to spot dangers in your home. When you read each question, circle either the "Yes" box or the "No" box. Each "No" shows a possible danger for you and your family. Work with your family to remove dangers and make your home safer.

## Kitchen

- YES/NO Do you cook on back stove burners when possible and turn pot handles toward the back of the stove?
- YES/NO Are hot dishes kept away from the edges of tables and counters?
- YES/NO Are hot liquids and foods kept out of child's reach?
- YES/NO Are knives and other sharp items kept out of child's reach?
- YES/NO Is the highchair placed away from stove and other hot appliances?
- YES/NO Are matches and lighters kept out of child's reach?
- YES/NO Are all appliance cords kept out of child's reach?
- YES/NO Are cabinets equipped with safety latches?
- YES/NO Are cabinet doors kept closed when not in use?
- YES/NO Are cleaning products kept out of child's reach?
- YES/NO Do you test the temperature of heated food before feeding the child?

## Child's Room

- YES/NO Is child's bed or crib placed away from radiators and other hot surfaces?
- YES/NO Are crib slats no more than 2-3/8 inches apart?
- YES/NO Does the mattress fit the sides of the crib snugly?
- YES/NO Is paint or finish on furniture and toys nontoxic?
- YES/NO Are electric cords kept out of child's reach?
- YES/NO Is the child's clothing, especially sleepwear, flame resistant?
- YES/NO Does the toy box have a secure lid and safe-closing hinges?
- YES/NO Are the toys in good repair?
- YES/NO Are toys appropriate for the child's age?

## Outside the Home/Play Areas

- YES/NO Is trash kept in tightly covered containers?
- YES/NO Are walkways, stairs, and railings in good repair?
- YES/NO Are walkways and stairs free of toys, tools, and other objects?
- YES/NO Are sandboxes and wading pools covered when not in use?
- YES/NO Are swimming pools nearby enclosed with a fence that your child cannot easily climb over?
- YES/NO Is playground equipment safe? Is it assembled according to the manufacturer's instructions and anchored over a level, soft surface such as sand or wood chips?

## Parents' Bedroom

- YES/NO Are space heaters kept away from curtains and flammable materials?
- YES/NO Are cosmetics, perfumes, and breakable items stored out of child's reach?
- YES/NO Are small objects, such as jewelry, buttons, and safety pins, kept out of child's reach?

## CHILD SAFETY IQ

HEALTH CHECK

- ☐ Do you buckle your child into an approved automobile safety seat even when making short trips?
- ☐ Do you teach your child safety by behaving safely in your own everyday activities?
- ☐ Do you supervise your child whenever he or she is around water and maintain fences and gates that act as barriers to water?
- ☐ Have you checked your home for potential fire hazards? Are smoke detectors installed and working?
- ☐ Are all poisonous substances — cleaning supplies, medicines, plants, etc. — kept out of a child's reach?
- ☐ Are foods and small items that can choke a child kept out of reach?
- ☐ Have you inspected your home, day-care center, school, babysitter's home, or wherever your child spends time for potential safety and health hazards?
- ☐ Do you keep guns and ammunition stored separately and locked up?

# SYMPTOMS OF STRESS

## Physical Symptoms

Tight neck and shoulders
Pounding heart
Chest Pain
Headaches
High blood pressure
Upset stomach
Fatigue
Cold or sweaty hands
Eyestrain
Excessive sweating
Constipation/Diarrhea
Nervous tics
Rashes
Teeth grinding

## Emotions

Depression
Anger
Irritability
Low self-esteem
Apathy
Impatience

## Behavior

Overeating
Increase in smoking or drinking
Change in sleep habits
Reckless driving
Forgetfulness
Drug use
Negativity

# THE STRESS DIET

## BREAKFAST

1/2 Grapefruit
1 Piece Whole Wheat Toast
8 oz. Skim Milk

## LUNCH

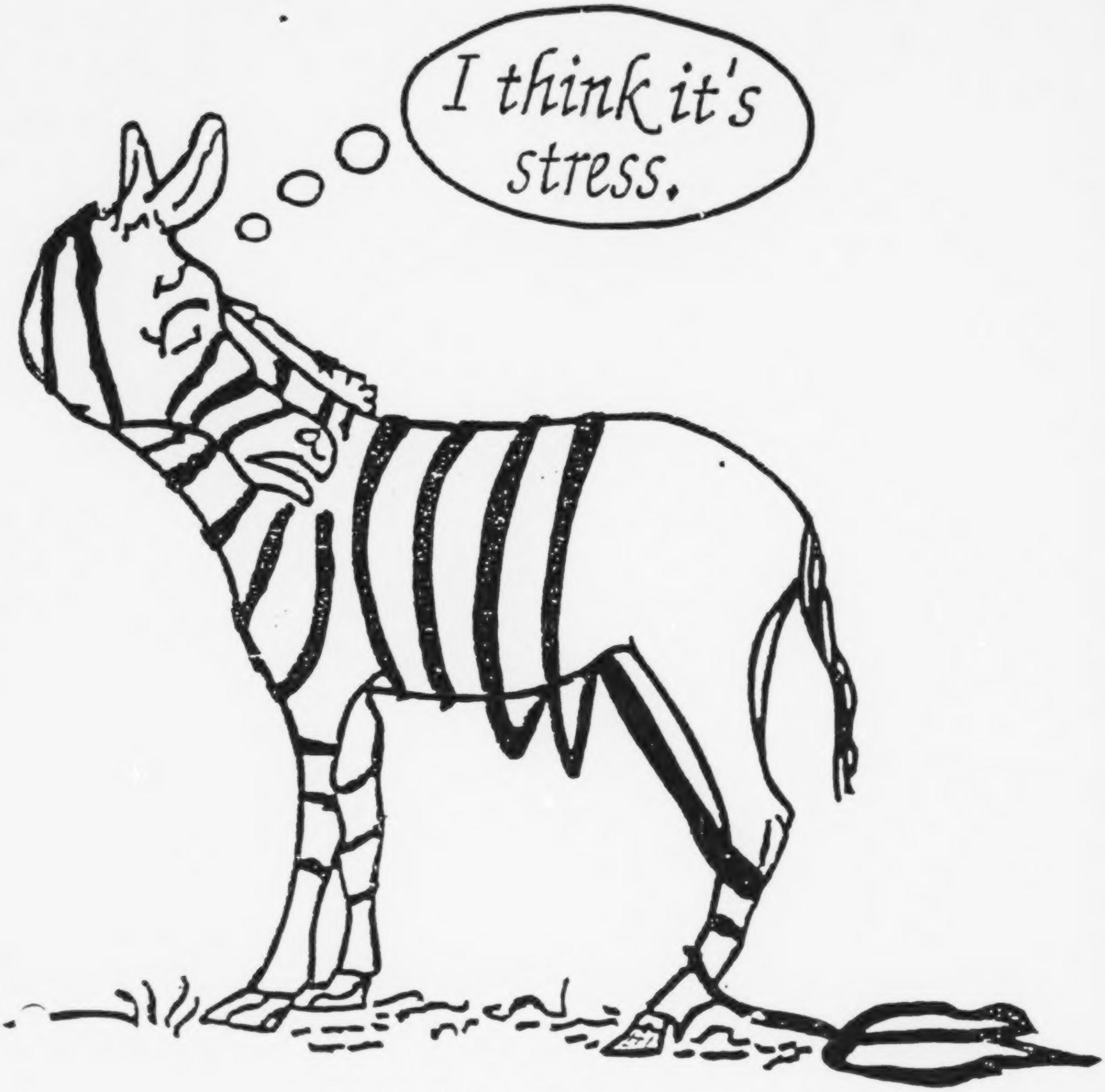
4 oz. Lean Broiled Chicken Breast
1 Cup Steamed Zucchini
1 Oreo Cookie
Herb Tea

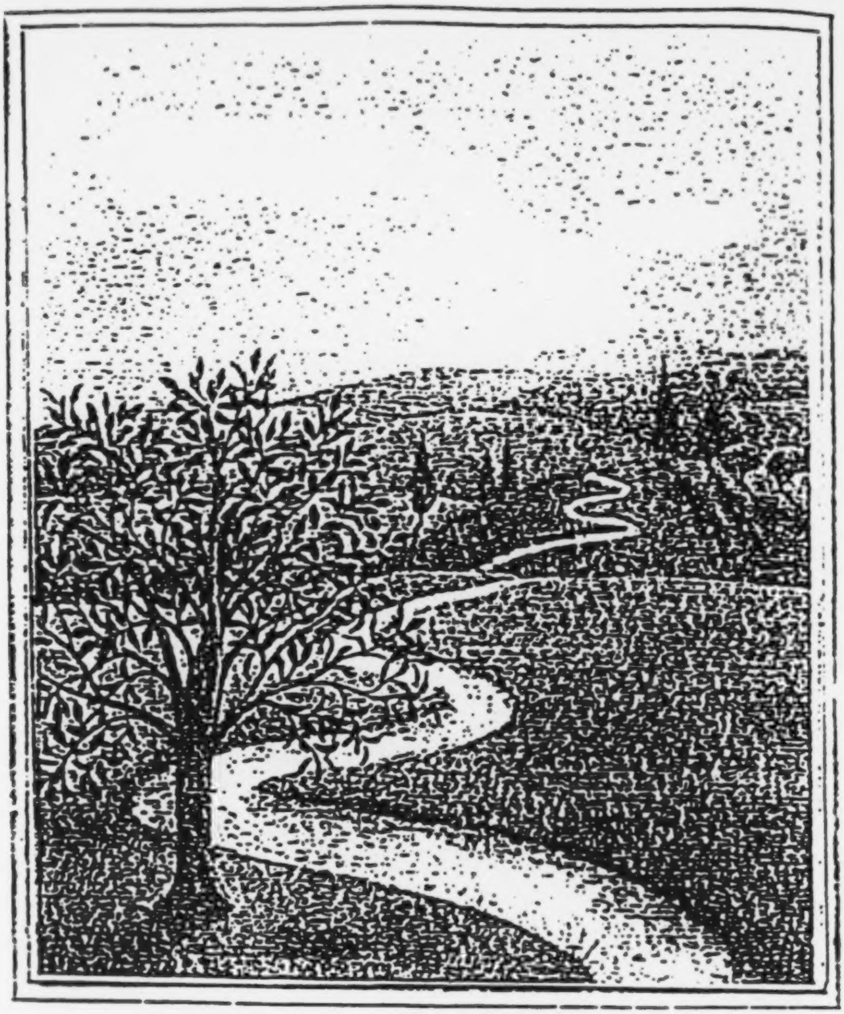
## MID-AFTERNOON SNACK

Rest of Package of Oreo Cookies
1 Quart of Rocky Road Ice Cream
1 Jar Hot Fudge

## DINNER

2 Loaves Garlic Bread
Large Mushroom and Pepperoni Pizza
Large Pitcher Beer
3 Milky Ways
Entire Frozen Cheesecake, eaten directly from the freezer

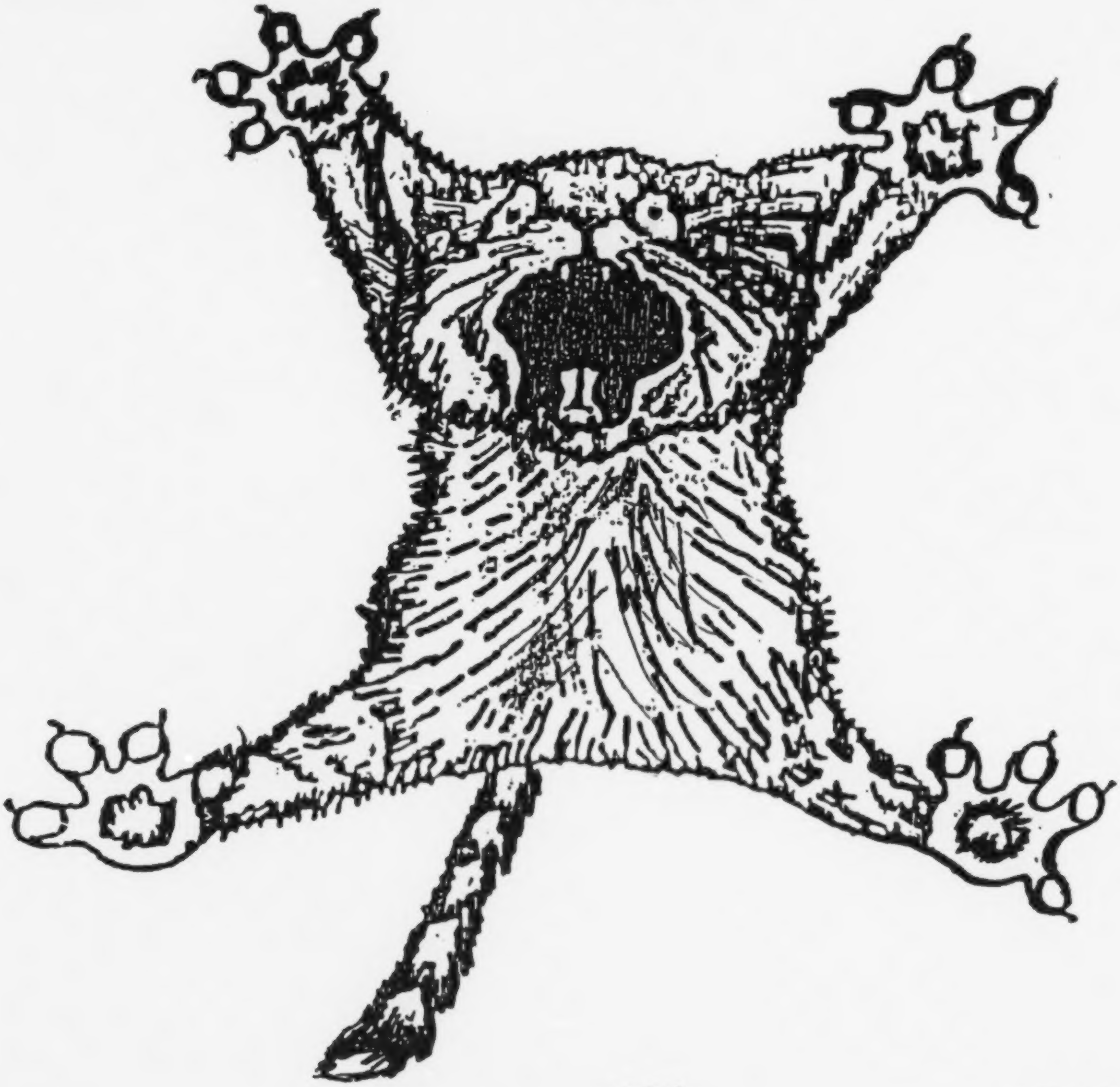

I think it's stress.



*It's so important right now
for you to understand
that this stressful time
won't last forever...*

PB 4, ACTIVITY 1
ATTACHMENT G
HEALTH EDUCATION AND WELLNESS
BEGINNING LEVEL

# STRESS



# TIME MANAGEMENT

1. What are your priorities?
    - A. Make a list
    - B. (ABC) priority system
        - (A) high value
        - (B) medium value
        - (C) low value
    - C. Breakdown A's according to urgency and time of day.
    - D. Set deadlines on things that have to be done today.
    - E. Schedule time when you will do these things but be flexible.
    - F. Forget B's and C's
    - G. Do not worry about completing your list.
2. Handle paper only once or at least do something with it each time you pick it up.
3. Learn to say "NO."
4. Delegate work.
5. Schedule availability of time.
6. Have someone screen calls for you or get an answering machine.
7. Carry 3 x 5 index cards to write down ideas or lists.
8. Organize.
9. Consolidate similar trips and tasks.
10. Make signs that remind you of your goals.
11. Concentrate on one thing at a time.
12. Reward yourself for successes.
13. Don't dwell on your failures.
14. Take time to relax.

# HOW TO COPE WITH STRESS

1. Avoid stress when you can. Do not put yourself in a stressful situation unless you must.
2. Exercise. Do not push yourself to hard or you will create more stress.
3. Other Physical activity, such as gardening, walking or bowling.
4. Get a hobby.
5. Get enough sleep. Avoid medication.
6. Eat healthy.
7. Keep a diary.
8. List your successes.
9. Get involved with friends.
10. Start something new.
11. Take a vacation.
12. Learn time management skills.
13. Learn problem solving skills.
14. Maintain a positive attitude.

# Duty Area: HEALTH EDUCATION AND WELLNESS KCBAE Level II
Intermediate Level

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**COMPETENCIES:**

2.01 Demonstrate a knowledge of health care systems
2.06 Distinguish between acute and non-acute health problems
2.07 Demonstrate mental and emotional wellness behaviors and practices
2.09 Practice health maintenance behavior and identify high-risk behaviors
2.10 Demonstrate a knowledge of responsible drug and medication use
2.11 Identify measures to maintain a healthy and safe environment

## RELATED SKILLS

Mathematics
* Science 1.05
Health/Wellness
Technology/Tools
Consumer Economics
* Home Management 6.01, 6.04
Family Relationships
* Interpersonal/Social 8.04
* Self-Management 9.01, 9.02
Employability
* Communication 11.03, 11.04
* Thinking 12.01, 12.05
Social Sciences
Govt./Citizenship
Cultural Diversity
* Community Resources 16.01

## PREREQUISITES

Knowledge of Heimlich maneuver from Level I

## PROGRESS BENCHMARKS

1. Identify coronary risk factors and a heart-healthy diet
2. Identify emergency measures and sources of training
3. Plan proper storage and use of over-the-counter and prescription drugs
4. Identify cancer warning signals and preventive practices
5. Discuss preventive medicine and a healthy lifestyle
6. Recognize medical services offered by specialists and list criteria for selection of physicians and health care professionals

## TERMINOLOGY

Terms that students should know or learn as part of this lesson.

| | | | |
|---|---|---|---|
| Systolic | Saturated fat | Mammograms | Primary Care |
| Diastolic | Cholesterol | Radiologist | Specialist |
| Coronary | Sodium | Pap test | Pharmacist |
| Arteries | Diagnose | Stress | Prescription |

(ADDITIONAL TERMS ON NEXT PAGE)

## REFLECTIONS

A healthy lifestyle represents one of the keys to increasing energy and enhancing enjoyment of life. Physical, mental and emotional health depend upon nutrition, exercise, and informed use of the health care system. The quality and quantity of life improves when we take care of ourselves.

**COMPETENCIES 2.01, 2.06, 2.07, 2.09, 2.10, 2.11**

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**TERMINOLOGY (Continued)**

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Immunization
Cancer
Catastrophizing
Target heart rate
Calories
Preventive medicine
Veins
Cardiovascular strength
Nutrition
Endorphine effect
Cervical cancer
Capillaries
Coordination
Flexibility
Acute
Nutrition
Endurance
Fatigue

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**SAMPLE LEARNING ACTIVITIES**

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PB 1 2.09 (CR 1.05, 6.01, 12.01, 12.05)
Benchmark Task: Choose low-cholesterol, heart-healthy foods to plan menus for breakfast, lunch, and dinner. Include appropriate food groups and use food low in fat, sodium, and cholesterol.

(Basic content areas: Circulatory system; causes of heart attacks; food selection; healthy lifestyle; controlling fat and cholesterol; fitness; nutrition; stress management)

1. Using health manuals, videos, or software/CD ROMs, describe the functions of the cardiovascular system. Explain or demonstrate measuring blood pressure and acceptable ranges of systolic and diastolic. (I, ET: 45 min.)

2. a) List and define 4 major risk factors for heart attacks, as identified by the American Heart Association. (I, ET: 15 min.)

   b) Identify coronary risk factors in your life. Too much stress may cause heart attacks. Anger produces stress. How you respond to anger affects your stress level. Using PB 1, Activity 2B, Attachment A, identify your responses to anger. Using PB 1, Activity 2B, Attachment B, compose a one-page paper outlining your plan for reacting differently to anger in the future. (I, ET: 15 min.)

   c) Prepare a poster to illustrate the way arteries become clogged by deposits of fat. (I, ET: 45 min.)

   d) Using PB 1, Activity 2D, Attachment C, determine whether you are a Type A or Type B personality. If you are a Type A personality, ask Type B classmates or friends to point out hints on how they relax or handle difficult situations. Prepare a chart showing Type A traits you have. Show on the chart how you plan to address these Type A traits. (I/G, ET: 1 hr.)

3. Describe ways to reduce risk of heart disease by focusing on healthy lifestyle: 1) healthy nutrition, 2) exercise, 3) patient-physician communication, 4) stress reduction, and 5) limitation of use of alcohol. Write a one-page paper about your plan to make your lifestyle healthier. (I, ET: 1 hr.)

4. Do problems related to calories and fat grams in Essential Mathematics or a similar resource. (I, ET: 1 hr.)

**COMPETENCIES 2.01, 2.06, 2.07, 2.09, 2.10, 2.11**

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**SAMPLE LEARNING ACTIVITIES (Continued)**

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**PB 1 (Continued)**

5. Write your definitions of stress. List positive and negative effects of stress. Complete a stress identification (life change) inventory (PB 1, Activity 4, Attachment D). Discuss the relationship between stress and physical health. Choose 3 distinct life events from the stress identification (life change) inventory and 3 self-observable signs of stress from PB 1, Activity 4, Attachment E. Discuss your methods/plans for coping with these life events and stresses. (I, ET: 1 hr.)

6. a) Read product labels and compare levels of saturated fat, cholesterol, and sodium. (I, ET: 20 min.)

   b) Obtain a heart-healthy diet from a medical care giver, listing both good foods and those foods to avoid. (I, ET: 30 min.)

   c) Plan heart-healthy menus (breakfast, lunch, and dinner) for one week, including appropriate food groups. Limit saturated fats, low density cholesterol, and sodium and increase fiber. (I, ET: 45 min.)

7. Identify the early warning signs of a heart attack. (I, ET: 15 min.)

8. Locate an article from a newspaper, magazine, and/or pamphlet discussing what we can do to keep our heart and blood vessels healthy during our lifetime. Underline important points the author makes in the article. Attach a summary in your own words of the article. (I, ET: 45 min.)

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**PB 2 2.01, 2.05 2.06 (CR 9.01, 9.02, 9.06, 9.11)**
Benchmark Task: Locate training in your community for first aid, CPR, and other emergency measures. Select and complete one of these classes.

(Basic content areas: Locating community resources; recognizing emergency situations; reacting properly to emergency situations; learning about first aid, CPR, and the Heimlich Maneuver; learning a new skill on your own)

1. Locate and describe community resources available to you, their services, and the cost of each; i.e., Red Cross, hospices, EMS, visiting nurses, hospital community education classes. (I, ET: 45 min.)

2. When you need a doctor away from home, you should make a long-distance call to your own doctor. Let him/her make arrangements for you through the national directory of medical specialists. Many major hotels have a doctor on call. Make sure all information is forwarded to your doctor.

   Write a scenario describing a situation when you become ill away from home. Make a list of the information that you should tell your doctor in order for him/her to contact a medical specialist for you. (I, ET: 30 min.)

**COMPETENCIES 2.01, 2.06, 2.07, 2.09, 2.10, 2.11**

**SAMPLE LEARNING ACTIVITIES (Continued)**

PB 2 (Continued)

3. Study a first-aid manual. List the 4 basic life and death emergencies. Sequence the steps to take in each situation. (I, ET: 50 min.)

4. As a group, discuss other emergency situations and appropriate reactions to each. Make a list of emergency numbers and post them by each phone: 911, doctor, Poison Control, fire, relative/friend. (G, ET: 40 min.)

5. As a class make a video on the Heimlich Maneuver. Include in the video oral and written panels for note taking, diagrams, and demonstrations. End the video with a quiz and encouragement to practice the skill with a partner. (G, ET: 2 hrs.)

6. Discuss ways to share the Heimlich Maneuver video with others. (G, ET: 20 min.)

7. Locate training in your community for first aid, CPR, and other emergency measures. Select and complete one of these classes. (I, ET: 8 hrs.)

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PB 3 2.10, 2.11 (CR 6.04, 11.03, 11.04, 11.09)
Benchmark Task: Take an inventory of over-the-counter and prescription drugs which you have at home. Check the dates and discard unused portion of medications at least one year old. Write a paragraph describing the importance of proper storage of medications.

(Basic content areas: Proper storage and use of over-the-counter and prescription drugs; safety factors for use of medication; child-proof storage for drugs; temperature effects on drugs)

1. Diagnosing and selecting over-the-counter medication without consulting a professional care giver is not wise practice. Describe the problem completely and concisely. Repeat the doctor's instructions for clarification. Be sure to read labels for cautions, dosage, and storage and follow directions carefully. Describe an instance when you have known or read about accidents with over-the-counter medications. (I, ET: 30 min.)

2. With prescription medicines, be certain that you understand your physician's instructions. Repeat his instructions and ask any questions that you may still have. Never share your prescription medication without consulting a physician. For the next prescription given to you or a family member, write the directions given to you and questions which you asked the physician. (I, ET: 20 min.)

3. Select a medical guide in the library and read about the effects of temperature and humidity on medications. Write a paragraph describing storage procedures recommended in the guide. (I, ET: 40 min.)

**COMPETENCIES 2.01, 2.06, 2.07, 2.09, 2.10, 2.11**

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**SAMPLE LEARNING ACTIVITIES (Continued)**

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**PB 3 (Continued)**

4. Keep all medications in a secure, convenient location. Take an inventory of medications in your home. Check dates and properly dispose of any medications that are at least one year old or have passed their expiration dates. Replace those medications that are necessary for first aid. (I, ET: 1 hr.)

5. Keep all medications out of the reach of small children. Whenever possible, use child-proof containers if children are in your home. Do not compare flavored medicine to candy. Work with a partner to make a list of medication safety precautions for children. Post this list in the classroom. (G, ET: 45 min.)

6. Write a brief report describing the importance of proper storage and use of medications. Talk to a pharmacist about storage, expiration dates, dosages, and other safety precautions for medications. Include this information in your report. (I, ET: 1 hr. 30 min.)

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PB 4 2.06, 2.09, 2.11
Benchmark Task: Describe cancer preventive practices and the 7 danger signals of cancer.

(Basic content areas: Cancer detection; mammography and self-examination; cervical, prostate, skin, lung cancers; cancer danger signals; preventive measures)

1. Read Lesson 1: Mammograms [Kentucky Cancer Program--Copies of the Kentucky Cancer Materials are being distributed to all Adult Education and Literacy programs through the Kentucky Center for Adult Education and Literacy (502) 564-40602. If you do not have these copies, please contact the Center.]. In Kentucky, a wide range in costs exists for mammogram tests. Shop around for costs before making your appointment. Ask for the TOTAL cost, including the radiologist's fee. Call a health professional about questions you still have. If needed, make an appointment for your test. Learn to do your monthly self-exam. (I, ET; 1 hr.)

2. Make a chart of the charges you obtained in PB 1, Activity 1. Chart total cost, radiologist's fee, and total cost for each location. (I or G, ET: 30-45 min.)

3. Read Lesson 2: Pap Tests (Kentucky Cancer Program). You may choose to read more resources on the effects of cervical cancer. If it's time for your PAP Test, call and make the appointment. (I, ET: 40 min.)

4. Prostate and Testicular Cancers: Older men should have rectal examinations regularly to detect the possibility of cancer in an enlarged prostate. Testicular cancer is rare but can best be detected in its early stages by a monthly self-exam. Read about prostate and testicular cancer exams. Consult a doctor if you notice a change or if there is a persistent, dull ache in the lower abdomen and groin area. (I, ET: 45 min.)

**COMPETENCIES 2.01, 2.06, 2.07, 2.09, 2.10, 2.11**

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**SAMPLE LEARNING ACTIVITIES (Continued)**

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**PB 4 (Continued)**

5. Skin cancer is one of the most prevalent forms of cancer and the easiest to detect. Look for any changes from what's normal for you--especially location, size, shape, and color of moles and birthmarks. Make a doctor's appointment if skin cancer is suspected. Avoid excessive exposure to the sun. (I, ET: 30 min.)

6. Lung cancer is largely a disease of smokers and is difficult to detect until it reaches an advanced stage. If you smoke, gather information on programs to help you to quit. Share your plan to quit smoking with a friend. Misery loves company! (I, ET: 1 hr.)

7. Write an essay describing cancer risk factors and preventive practices, the 7 danger signals of cancer, and current methods of treatment. (I, ET: 1 hr. 30 min.)

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**PB 5 2.06, 2.07, 2.08, 2.09, 2.11 (CR 1.05, 9.02, 9.15, 11.03, 11.08, 11.09, 11.10)**
**Benchmark Task:** Discuss preventive medicine and a healthy lifestyle. Select 3 articles from a current newspaper or magazine. Summarize in your own words what you learned from the articles and conclude with your reaction and opinions. On the first page, give the name of the articles, name of publication, author, page number, and your name.

(Basic content areas: Preventive medicine; health maintenance organizations; good health habits; care of physical health; psychological effects on health; the role of nutrition and exercise; care of skin, hair, eyes, nails, and teeth)

1. The best way to stay well is to lead a healthy lifestyle: good nutrition, balanced exercise, stress reduction, and accident prevention. Your doctor will recommend necessary immunizations and regular check ups. Evaluate your current lifestyle and make a list of your needs. (I, ET: 30 min.)

2. Consult the yellow pages and the community calendar in the newspaper to locate health maintenance organizations that match your needs. Contact those that interest you concerning services, available times, and costs. Begin a program to improve your health. (I, ET; 50 min.)

3. Caring for your eyes, skin, hair, nails, and teeth is more than just a matter of cosmetic concern. Proper hygiene provides your body's major defense against disease. View a video or talk with a health nurse about proper care of your skin, hair, teeth, nails, and eyes. (I, ET: 30 min.)

4. Exercise causes changes in body chemistry that in turn result in greater emotional balance--the endorphine effect. Interview an exercise expert on the physical and emotional benefits of regular exercise and sufficient rest. As you begin your exercise program, keep a journal of your activity, outlook, and diet. (I, ET: 30 min.)

5. You should also learn your target heart rate from your doctor--do not exceed this rate! Keep a log of your heart rate before, during, and after exercise. (I, ET: Varies)

**COMPETENCIES 2.01, 2.06, 2.07, 2.09, 2.10, 2.11**

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**SAMPLE LEARNING ACTIVITIES (Continued)**

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**PB 5 (Continued)**

6. A positive attitude is an asset to physical well being. Set a regular time each day for quiet reflection and inner peace. Note in your journal changes in stress and energy levels. Record any change in the amount of aches and pains. (I, ET: 30 min.)

7. Select 3 articles on preventive medicine and healthy lifestyles from a current newspaper or magazine. Summarize in your own words what you learned from the articles and conclude with your reaction and opinions. On the first page, give the name of the articles; name and date of publication; author, page number, and your name. (Use PB 5, Activity 7, Attachment E.) (I, ET: 1 hr.)

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PB 6 2.01 (CR 8.04, 9.02, 9.03, 11.01, 11.02, 11.04, 11.11, 12.05, 12.08, 16.01)
Benchmark Task: Conduct a small group discussion on selecting doctors and health professionals. Designate a recorder to keep notes of responses. Group members are responsible to locate information needed. What is a family physician or general practitioner? How does a specialist differ from a general practitioner? Give examples of specialists and describe the health services they treat. What is a chiropractor? optometrist? podiatrist? psychologist? What qualifications should a health care professional possess? How may consumers find qualified doctors?

(Basic content areas: Types of physicians, medical specialties, health services, criteria for selecting a physician, accessing health care, locating health care information)

1. Three basic types of primary care physicians for adults exist. Define and contrast medical services provided by: a) general practitioners, B) family practitioners, and c) internists. (I, ET: 20 min.)

2. When choosing a primary care physician, consider the following:

   a) Technical Ability--Check these sources: American College of Surgeons, AMA Director of Physicians, local hospitals, other physicians.

   b) Hospital Affiliations--Does the primary care physician practice in more than one hospital in the community? Or does the doctor restrict his practice to only one hospital in your town?

   c) Availability--Can the physician be reached in an emergency?

   d) Solo or Group Practice--Do you have confidence in the doctor's associates?

   e) Physician's Medical Philosophy--Does the doctor discuss your problems in a way you understand? Does the doctor always prescribe medications?

   f) Billing Practice and Insurance Accepted--Are patients provided a specific payment plan if they do not have insurance? Does the physician offer to

**COMPETENCIES 2.01, 2.06, 2.07, 2.09, 2.10, 2.11**

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**SAMPLE LEARNING ACTIVITIES (Continued)**

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**PB 6 (Continued)**

fill out insurance forms for the patients? What types of insurances are accepted by the physician?

g) Rapport between Doctor and Patient–Can you confide completely in the doctor and expect an informed and considered opinion?

Describe the above characteristics in reference to your doctor or one you may select. (I, ET: 45 min.)

3. A primary care physician may refer a patient to a specialist. Describe the medical practice of each of the following specialists:

   a) Cardiologist
   b) Dermatologist
   c) Gastroenterologist
   d) Neurologist
   e) Obstetrician/Gynecologist
   f) Oncologist
   g) Otorhinolaryngologist
   h) Pediatrician
   i) Psychiatrist
   j) Radiologist
   k) Chiropractor
   l) Optometrist
   m) Podiatrist
   n) Psychologist (I, ET: 30 min.)

4. Investigate emergency rooms in your area before you need them. Talk with your doctor, neighbors, and the local health department. The criteria for research are location, service, cost, and emergency transportation. Obtain this information on the emergency rooms recommended by a neighbor. Emergency rooms should not be used for non-emergency situations. With 2 or 3 classmates, research and compile a list of situations generally considered emergencies. (I/G, ET: 2 hrs.)

5. When selecting a pharmacist, keep the following points in mind:

   * What are the pharmacist's professional qualifications (certificate should be on display)?

   * Can the pharmacist substitute generic drugs effectively?

   * Does the pharmacist utilize computers in storing all your pharmacy records? Are medicines cross referenced for drug interactions?

   * Is home delivery available?

   * Does the pharmacist offer equipment rental?

**COMPETENCIES 2.01, 2.06, 2.07, 2.09, 2.10, 2.11**

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**SAMPLE LEARNING ACTIVITIES (Continued)**

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PB 6 (Continued)

- Is a phone number for 24-hour emergency service offered?
- Does the pharmacist offer convenient packaging: availability of child-proof or non-child-proof caps, large print, or color-coded labels?

Interview a local pharmacist at a convenient time and share your report with other students. (I/G, ET: 1 hr. 30 min.)

6. Use the newspaper and telephone book to locate associations and organizations relevant to a health issue of interest to you. Call them to find how information can be obtained (mailed out, regular meetings, scheduled classes). (I, ET: 50 min.)

7. Conduct a small group discussion on selecting doctors and health professionals. Designate a recorder to keep notes of responses. Group members are responsible to locate information needed. Include primary care physicians and several specialists. What qualifications should a health care professional possess? How may consumers find qualified doctors? (G, ET; 30 min.)

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**RESOURCES**

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**Books**

| | |
|---|---|
| Crisp Publications. | 1) Overcoming Anxiety<br>2) First Aid Essentials<br>3) Personal Wellness |
| Fearon/Janus/Quercus. | 1) The Drug Abuse Prevention Library<br>2) Lifeschool Worktexts<br>a) Staying Healthy<br>b) Medical Care<br>c) First Aid and Home Safety<br>3) Healthy Living<br>a) Plans for Living<br>b) Taking Care of Yourself<br>c) Help: First Aid and Biology<br>d) Help: First Steps to First Aid |
| Glencoe. | Essential Mathematics for Life |
| Steck-Vaughn. | Developing Mathematics Skills |

**Computer Software**

| | |
|---|---|
| NIMCO. | 1) Fundamentals of AIDS Education, $89.95<br>2) Nutrition Expert, $199.99 |

**COMPETENCIES 2.01, 2.06, 2.07, 2.09, 2.10, 2.11**

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**RESOURCES (Continued)**

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3) Basic First Aid & Illness, $175
4) Taking Control of Depression: Mending the Mind, $95

**Videos**

NIMCO.

1) Eating Health: Controlling Fat, Sodium & Cholesterol, $89.95
2) Stress: Controlling the Time Bomb Within, $89.95
3) Saving the Life of a Loved One: The Talknology of Heart Attack Intervention, $29.95
4) Weight Management: The Best of Today's Weight Loss Options, $39.95
5) Emergency: Taking Life Saving Action, $89.95
6) Stroke: Today's Preventable Disease, $39.95
7) Chemical Dependence: Releasing the Hostage Within, $89.95
8) Sexually Transmitted Diseases, $139.95
9) AIDS (HIV) Fears and Facts, $149.95
10) Dealing with Common Childhood Diseases, $39.95
11) Drugs, Alcohol, and Pregnancy, $169.95
12) Fitness: Practicing Proper Exercise and Nutrition, $39.95
13) Seconds Count (CPR and Heimlich Maneuver for Children, $29.95

Meridian Education Corporation.

1) AIDS: Questions with Answers, $95.00
2) Understanding Aging, $49.00
3) Poisons, $45.00
4) Stress and Anxiety, $45.00
5) Basic First Aid, $49.00
6) Wounds: Types & Treatments, $54.00
7) Burns and Heat Stroke, $45.00
8) Disciplining Children, $69.00
9) Social Development of Children, $69.00

CEV.

Common Childhood Diseases, $79.95

**Multimedia**

Kentucky Cancer Program.

1) Lesson 1: Mammograms
2) Lesson 2: The Pap Tests
3) Teacher's guide and video

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## COMPETENCIES 2.01, 2.06, 2.07, 2.09, 2.10, 2.11

## ADDITIONAL RESOURCES

## ADDITIONAL LEARNING ACTIVITIES

# TYPICAL ANGER RESPONSES

## LABELING

Picking out one negative quality and acting like that quality is a complete description of a person is a defense mechanism used by those with low self-esteem. This reaction ignores the good qualities of that person.

## MIND-READING

Assuming that you know what someone is thinking causes problems. State how the behavior makes you feel. Ask questions (i.e., Why did you do that?)

## FORTUNE-TELLING

A typical anger response illustrated by such statements as: "She'll never change." or "The situation will never get better." Don't ever use words like always and never.

## CATASTROPHIZING

Blowing things out of proportion is another typical anger response. To avoid this response, ask yourself: Is the situation really so bad? Or is the situation only inconvenient? Can you take care of the situation? Imagine a pleasant time and place to calm yourself before reacting to the situation.

## SHOULD STATEMENTS

To avoid an angry response, ask yourself: Should I really react so angrily? Why must the situation be that way? Will something else work just as well?

# PREVENTING AND OVERCOMING STRESS

By Amy McDonald

Preventing undue stress in one's life depends upon getting priorities straight and then living accordingly. Evaluate any new task/activity against this priority list.

1. Recognize the cause for stress in your life, then back off. Learn to read the signs: irritability, sleeplessness, constant fatigue.
2. Get enough rest, sleep, and/or an activity that is restful for you.
3. Don't overwork in an attempt to improve your self-image. Set goals by priority.
4. Plan for leisure time in advance and protect the time from interference.
5. Try loafing occasionally.
6. Develop a hobby that is ongoing and which you can pick up or lay down at any time. If your "hobby" demands too much time or energy, it's not a hobby.
7. If you prefer a sport rather than a hobby, find something in which you can participate and practice the sport at least once a week. Don't let the sport become too competitive.
8. Become a member of a small group. You need fellowship and recreation.
9. Plan regular times away from home.
10. Don't let the clock become a tyrant that rules your life. Allow more time than you think you'll need for activities and appointments.
11. Avoid packing your day or your week with several high-stress projects that come back-to-back.
12. Learn to live with imperfection in yourself and other people.
13. Do everything you can to build a strong support group of family or friends.
14. Don't hold pity parties for yourself. Be grateful for all you have.
15. Use laughter or tears to relieve stress. Keep a diary or a journal to express your feelings.
16. Control the amount of bad news/pessimism that you take in each day.
17. Avoid unnecessary confrontations.
18. Take life one step at a time. AA/AZOA
19. Tap into your spiritual resource.

# ARE YOU A TYPE A OR TYPE B PERSONALITY?

In determining the effects of stress, two researchers, Dr. Meyer Friedman and Dr.Ray Roseman, developed Type A and Type B personality theory.

Type A's have personality traits linked to the probability of developing heart disease, while Type B's are considered less prone to the problems of stress.

Characteristics for Type A personality include impatience, ambition, intense drive, restlessness, and a need to meet deadlines. Type A's seldom take time off from work for illness. They are perfectionists who must be on time for appointments.

Type B personalities contrast sharply with those of Type A. Type B's are easy going, patient, less competitive and are not driven by the clock.

Friedman and Roseman found Type A's make good salespeople where competition and drive are stressed, while Type B's are better in a position such as corporate president, which requires broader, less personally involved activity.

Which are you? Knowing your personality type helps you become aware of your traits and habits. You can assess your thoughts about stress and make behavioral changes as necessary. The test below, from "Individual Stress and Management of Human Resources" by R.S. Shuler,may give you an idea where you stand. Give this test a try.

**Circle the number on the scale below that best describes your behavior.**

| | | | |
|---|---|---|---|
| 1. | Casual appointments | 1 2 3 4 5 6 7 8 | Never late |
| 2. | Not competitive | 1 2 3 4 5 6 7 8 | Very competitive |
| 3. | Never feels rushed | 1 2 3 4 5 6 7 8 | Always rushed, even under pressure |
| 4. | Takes things one at a time | 1 2 3 4 5 6 7 8 | Tries to do many things at the same time |
| 5. | Slow doing things | 1 2 3 4 5 6 7 8 | Fast (eating, walking, working) |
| 6. | Shows feelings openly | 1 2 3 4 5 6 7 8 | "Sits" on feelings |
| 7. | Many interests | 1 2 3 4 5 6 7 8 | Few interests outside of work |

Total your score: ____________________ Now,multiply your score by 3: ____________

If you scored less than 90 points, you are considered Type "B" personality. If you scored between 90 and 99, your are a "B+" personality. A score of 100 to 105 is considered an "A-" personality, while 106 to 119 is an "A" personality. A score of 120 or more puts you way over the top for an "A+" personality.

# LIFE CHANGE INVENTORY

**Thomas Holmes and Richard Rayhe (1967) developed a scale to quantify the amount of stress a persons experiences based on the impact of life experiences and the degree of adjustment involved in coping with the experiences. A total of 150 to 199 units indicates mild stress; 200 to 299 units indicates moderate stress; and 300 units and above indicates major stress. Holmes (1978) found that individuals who experienced a greater amount of stress ran higher risks to physical illness or accidental injury. Differences in individual reactions to stress make it difficult, however, to predict stress-related illness.**

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## SCALE OF LIFE CHANGE UNITS

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| LIFE EVENT | VALUE | LIFE EVENT | VALUE |
|---|---|---|---|
| Death of spouse | 100 | Foreclosure of mortgage or loan | 30 |
| Divorce | 70 | Change in responsibilities at work | 29 |
| Marital separation | 65 | Son/daughter leaving home | 29 |
| Jail term | 63 | Trouble with in-laws | 29 |
| Death of a close family member | 63 | Outstanding personal achievement | 28 |
| Personal injury or illness | 53 | Wife beginning or stopping work | 26 |
| Marriage | 50 | Begin or end school | 26 |
| Fired at work | 47 | Change in living conditions | 25 |
| Marital reconciliation | 45 | Revision of personal habits | 25 |
| Retirement | 45 | Trouble with boss | 23 |
| Change in health of family member | 44 | Change in residence | 20 |
| Pregnancy | 40 | Change in schools | 20 |
| Sex difficulties | 39 | Change in recreation | 19 |
| Gain of new family member | 39 | Change in social activities | 18 |
| Business readjustment | 39 | Mortgage or loan less than $10,000 | 17 |
| Change in financial state | 38 | Change in sleeping habits | 16 |
| Death of close friend | 37 | Change in # of family get-togethers | 15 |
| Change to different line of work | 36 | Change in eating habits | 15 |
| Change in # arguments with spouse | 35 | Vacation | 13 |
| Mortgage over $10,000 | 31 | Christmas | 12 |
| | | Minor violations of the law | 11 |

# SUMMARY OF NEWSPAPER OR MAGAZINE ARTICLE

Name: ____________________

Class: ____________________

Date: ____________________

Name of Publication: ____________________

Title of Article: ____________________

Author of Article: ____________________

Date of Publication: ____________________

Page Number(s) of Article: ____________________

Outline in your own words the main points made by author:

State in your own words your reactions and/or opinions about the content of the article.

## Duty Area: HEALTH EDUCATION AND WELLNESS KCBAE Level III
Advanced Level

**COMPETENCIES:**

2.01 Demonstrate a knowledge of health care systems
2.05 Demonstrate knowledge of patient rights
2.07 Demonstrate mental and emotional wellness behaviors and practices
2.08 Explain the relationship of mental and physical health
2.09 Practice health maintenance behavior and identify high-risk behaviors
2.11 Identify measures to maintain a healthy and safe environment
2.13 Describe how diseases are transmitted and prevention measures

### RELATED SKILLS

Mathematics
* Science 1.04, 1.05
Health/Wellness
Technology/Tools
* Consumer Economics 5.09
* Home Management 6.03, 6.04
Family Relationships
* Interpersonal/Social 8.02
* Self-Management 9.01, 9.02
Employability
* Communication 11.03, 11.04
* Thinking 12.02, 12.03, 12.04
Social Sciences
* Govt./Citizenship 14.05, 14.07
Cultural Diversity
* Community Resources 16.01

### PREREQUISITES

Reference skills
Reading charts and graphs

### PROGRESS BENCHMARKS

1. Discuss advantages and disadvantages of universal health care systems
2. Identify strategies for coping with grief
3. Compare health insurance policies
4. Create a safe home environment
5. Discuss the leading causes of death and preventive measures
6. Discuss substance abuse and the resulting health risks

### TERMINOLOGY

Terms that students should know or learn as part of this lesson.

Universal health care
Preexisting condition
Metastasis
Viral infection
Socialized medicine
Circuit breaker
Carcinoma
Bacterial infection
Deductible
Malignant
Sarcoma
Exclusion
Benign
HIV/AIDS

### REFLECTIONS

In order to improve the health of the American people and stem the tide of rising health care costs, we must put more emphasis on staying well and preventing diseases. By establishing a healthy lifestyle, we increase both length and quality of life.

**COMPETENCIES 2.01, 2.05, 2.07, 2.08, 2.09, 2.11, 2.13**

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## SAMPLE LEARNING ACTIVITIES

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PB 1 2.01, 2.04, 2.05 (CR 5.09, 8.02, 9.02, 11.03, 11.09, 12.02, 12.03, 12.04, 12.05, 12.08, 14.07)
Benchmark Task: Write an essay explaining your opinion of universal health care and include facts which are the basis of your opinion. Include a discussion of patient rights and responsibilities.

(Basic content areas: Socialized medicine; government health insurance programs; proposed universal health systems; patient rights and responsibilities)

1. Conduct a class discussion on The Health Care Crisis or Health Care for the Elderly. Materials for the National Issues Forums Literacy Program are available in the Kentucky Adult Education and Literacy Resource Center. The Health Care Crisis or Health Care for the Elderly may be an excellent introduction to the need for health care reform. (These materials are books, video, and audio tapes that present information for discussion groups.) (G, ET: 30 min.)

2. Form small groups and divide the task of researching health care in two other countries. Use the chart labeled PB 1, Activity 2, Attachment A for comparing the information you find. (The July/August 1993 issue of Health magazine has an article titled "Other Countries--How Do They Pull It Off?" You may use this resource or others for researching the information.) (G, ET: 1 hr.)

3. In your small groups, put your forms together to make a comparison chart. Compare the strengths and weakness of each plan. Contrast patient rights and responsibilities under each plan. (G, ET: 30 min.)

4. Arrange for someone who has lived in another country and has become familiar with socialized medicine to speak to your class. (G, ET: 1 hr.)

5. Using the chart from PB1, Activity 2 and other information you have gained, complete an outline of the plan you would like to see in the United States. In your group, discuss the problems with the plan. Develop possible solutions to the problems. (G, ET: 25 min.)

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PB 2 2.07, 2.08 (CR 9.01, 9.06, 9.12)
Benchmark Task: Work jointly with one or two students and develop responses to the following questions: What are the stages of grief? How does this sequence of grief help survivors recover from the loss of a relative or friend? How do rituals surrounding death help in the grief process? How can friends help one deal with grief?

(Basic content areas: Stages of grief, coping with grief, funeral arrangements, helping others cope with grief)

1. Select and read at least one of the references on the grief process. List the "stages" of grief and describe the feelings and behaviors to expect in each stage. Remember no one ever goes through this process entirely, predictably, or completely chronologically. (I, ET: 30 min.)

**COMPETENCIES 2.01, 2.05, 2.07, 2.08, 2.09, 2.11, 2.13**

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**SAMPLE LEARNING ACTIVITIES**

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PB 2 (Continued)

2. Write an essay which covers these questions: How do you cope with difficult situations? What do you do to take care of yourself? What is the source of your strength? (I, ET: 30 min.)

3. There is much that friends and relatives can do to help the grieving survivors: Stay in touch, say little, and accept their silence. The most important thing that you can do is listen without suggesting. Make a list of practical things you can do: answer the phone, prepare meals, care for children. If you have experienced a loss, tell what was most helpful for you. (I, ET: 15 min.)

4. Each individual's grieving process is unique. Culture, personality, and communication style influence the grieving process. Accept this human diversity and do not impose your own values to change another's way of expressing grief. Read an article on the diversity of grieving and summarize your findings in a one-page report. (I, ET: 30 min.)

5. As a class, discuss the purpose of funerals. Discuss this question: How do rituals surrounding death vary among different cultures? Invite a funeral director to talk to the class about funeral arrangements. (G, ET: 1 hr.)

6. Contact the funeral homes in your area and gather costs for the different services that each offers (e.g., cremation, interrment, funeral services). Make a chart to show the answers to these questions. Which method of burial is most economical? Which funeral home offers the most for the lowest cost? Present your information to the class. (I/G, ET: 1-2 hrs.--home; 30 min to 1 hr.--class)

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PB 3 2.01, 2.05 (CR 5.09, 9.02, 9.06, 11.01, 11.02, 11.03, 11.12, 12.05, 12.08, 16.01)
Benchmark Task: Bring a health insurance policy to class and work with one or two other students to describe the following elements: What is covered, procedures for payment, exclusions, deductibles, coinsurance provisions. Explain why you would or would not want to purchase this plan.

(Basic content areas: Types of health insurance; insurance terminology; insurance coverages and exclusions; meaning of deductibles and coinsurance; insurance premiums; insurance benefits)

1. Unless you are covered, and covered well, by health insurance, you cannot afford to get sick in our society. You must shop carefully for the best coverage for the least cost. Compare and describe the following types of health coverage:

   a) Traditional Fee-for-Service Plans
   b) Health Maintenance Organizations
   c) Preferred Provider Organizations

   (I, ET: 30 min.)

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**SAMPLE LEARNING ACTIVITIES**

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PB 3 (Continued)

2. Define the following terms:

   a) Deductible
   b) Co-pay
   c) Co-insurance
   d) Exclusion
   e) Preexisting condition
   f) Medicare
   g) Medicaid
   h) Premium

   (I, ET: 20 min.)

3. Decide how important choosing your doctor, pharmacy, and hospital is to you. Obtain and look over a sample insurance chart listing the services covered and those that are excluded. How do these services compare with your needs? (I, ET: 1 hr.)

4. Obtain information on at least two health care plans. Compare the deductibles. Usually the higher the deductible, the lower the premium. You may want to choose the highest deductible you can afford to keep premium charges down. Also compare the percent of coverage for various services, the co-insurance, and the limit for out-of-pocket costs. (I, ET: 35 min.)

5. Obtain a copy of a group health insurance plan and an individual health insurance plan. Some policies have a waiting period before coverage begins, especially on preexisting conditions. Look for the waiting period. Also check when coverage for children ends. Answer these questions: How much are the premiums and when are these due? How are claims filed? Whenever possible, purchase a group, not an individual plan. (I, ET: 1 hr.)

6. In case of a disagreement, what is the grievance procedure? Write to the insurance company. Keep your original forms and copies of all the correspondence. When you have a problem with an insurance claim and seem to be getting nowhere with the insurance company, the next step is to contact your state insurance department, a lawyer and your state representative, and, as a last resort, the National Insurance Consumer Organization.

   Assume that you obtained a policy and the premiums were higher than quoted. Write a letter to the insurance company explaining the problem and requesting a solution. (I, ET: 45 min.)

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PB 4 2.11 (CR 1.04, 6.03, 6.04, 6.06, 9.01, 9.06, 9.08, 11.04, 12.03, 12.05, 12.06, 14.05, 16.01)
Benchmark Task: Prepare an exhibit to display in the building or in another community building promoting health safety (include electrical safety as well as other measures).

(Basic content areas: Practicing home and electrical safety; safe storing of chemicals; removing hazards from the home; providing a safe home environment; conducting safety checks for the home)

COMPETENCIES 2.01, 2.05, 2.07, 2.08, 2.09, 2.11, 2.13

SAMPLE LEARNING ACTIVITIES

PB 4 (Continued)

1. Make the atmosphere in your home support good health. Keep the rooms clean, well-heated, and free from dampness. Fresh air and sunlight are essential. Keep your window screens in good shape: patch holes and clean thoroughly. Make a list of housekeeping tasks that you would do each day; each week. (I, ET: 20 min.)

2. Walk through your home with a note pad. Make a list of all safety hazards: loose stairs or railings, inadequate lighting, appliance and plumbing repairs, and caustic storage. Prioritize your list and decide what tasks that you can correct yourself and what items a professional needs to do. Begin work on your list before accidents have a chance to happen. Which jobs were you able to complete yourself? (I, ET: 45 min.)

3. Replace any frayed electrical cords. Use only the recommended size of fuses. Do not overload outlets and circuit breakers. If you need more outlets, call an electrician for installation. Do not try to make an electrical tool do a job for which it was not designed. Keep service manuals and warranties where they can be easily found when needed. Demonstrate how to replace a lamp cord. (I, ET: 30 min.)

4. Kitchens and bathrooms have special problems. Be sure there is good lighting to avoid accidents. Provide adequate ventilation for gas appliances. Avoid trying to do 2 things at once that would tempt you to touch electrical appliances with wet hands. Repair or replace leaky plumbing that may cause moisture buildup. Slip-proof the bath tub and shower area. Describe the work you did or need to do to make your home safer. (I, ET: 30 min.)

5. Be environmentally aware. Recycle when possible. Explain what items can be recycled; how these items should be sorted; and where these items should be placed. Remove garbage from home at least daily and store in closed containers until removal/pickup day. Talk with an environmentalist and report on ways to dispose of hazardous materials. (I, ET: 2 hrs.)

6. Keep all areas free of clutter, with everything in its place. Organize storage areas. Label all caustics well. Place the caustics in a secure cabinet. Be aware of all substances posing a threat to small children. Of course, matches and lighters are of concern. Make a list of hazardous conditions in your home needing correction. (I, ET: 15 min.)

PB 5 2.01, 2.13 (CR 1.05, 9.01, 9.02, 9.06, 11.01, 11.02, 11.03, 12.05, 16.01)
Benchmark Task: Obtain from the health department the most common types of diseases in the community, the disease most often resulting in death, and research and describe ways to prevent these diseases.

(Basic content areas: Types of diseases, causes of death, disease transmission, disease prevention, heart attacks, cancer, weight control, sexually transmitted diseases)

**COMPETENCIES 2.01, 2.05, 2.07, 2.08, 2.09, 2.11, 2.13**

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**SAMPLE LEARNING ACTIVITIES**

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**PB 5 (Continued)**

1. None of the 10 leading causes of death are preventable. Changes in lifestyle helps control all 10.

   List the 10 leading causes of death in the United States and the controllable factors that cause or contribute to each. Answer this question: What lifestyle changes could you make to improve your health? (I, ET: 45 min.)

2. Contrast bacterial and viral infections. Discuss in writing the means by which these infections are transmitted. Give examples of viral and bacterial infections. Discuss their prevention and treatment. You may want to use a chart form to present this information. Explain the importance of regular medical and dental checkups. (I, ET: 45 min.)

3. List 10 coronary risk factors and distinguish controllable from uncontrollable factors. Answer this question: What are the warning signs of heart attack? Write your plan to reduce your chances of coronary artery disease. Have you completed CPR training? (I, ET: 25 min.)

4. What are the most common forms of cancer? List the major factors that influence the development and spread of cancer. Discuss 7 warning signals for early detection of cancer. Describe the 3 current treatments of cancer. Define the following terms:

   a) Malignant
   b) Benign
   c) Lymph vessels
   d) Primary site
   e) Neoplasm
   f) Metastasis
   g) Carcinoma
   h) Sarcoma
   i) Biopsy

   (I, ET: 30 min.)

5. Sexually transmitted diseases are on the rise in the United States. Using a medical reference from the library, complete PB 5, Activity 5, Attachment C. (I, ET: 45 min.)

   Over one million people in the United States are infected with HIV, the deadly virus that causes AIDS. No vaccine exists for HIV, nor a cure for AIDS. People may prevent HIV infection by practicing safe sex and other preventive measures.

   A) Invite a Red Cross or AIDS service organization speaker to your classroom. Ask him/her to discuss prevention of the HIV infection and treatment for the symptoms of AIDS. (G, ET: 1 hr.)

   B) Obtain an information packet about HIV/AIDS. Answer the following questions:

      * What are the most common ways in which HIV is spread?

      * HIV is not spread through casual contact. List some common misconceptions about the way HIV is spread.

PB 5 (Continued)

- People with the HIV virus may look and feel healthy for a long time. Only a blood test confirms the presence of the HIV virus. Only a doctor can diagnose AIDS. Answer this question: What are the signs of this illness? (I, ET: 20 min.)
- Explain the best ways to protect yourself from the HIV virus. (I, ET: 10 min.)
- Answer this question: What are some ways you can help someone living with AIDS? (I, ET: 15 min.)

6. Answer these questions: What is the function of the Center for Disease Control in Atlanta? How does the center relate to the World Health Organization? What role do these organizations play in preventing the spread of disease? (I, ET: 20 min.)

7. Consider the major health problems that currently trouble today's society. Select one problem with which you feel concern. Write an essay on the causes, effects, and ways that society can help remedy the chosen problem. Find information about your problem in newspaper and magazine articles, at the library, from pamphlets obtained from your local health agencies, or from persons knowledgeable in the health fields. (I, ET: 1 hr.)

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PB 6 2.09, 2.11 (CR 1.05, 11.03, 11.08, 12.03, 12.05, 12.08)
Benchmark Task: Identify and describe in writing the health risks from tobacco, alcoholism, and drug abuse. Include a description of signs, stages, and effects on various systems of the body, and the effects on the quality of life for self and family.

(Basic content areas: Respiratory, nervous, and circulatory systems, effects of tobacco and alcohol; types of drug abuse; symptoms of drug abuse)

1. Cigarette smoke contains thousands of chemicals, many of which are absorbed from your lungs into your blood and carried to your tissues. Describe the relationship between smoking and lung disease, cancer, coronary and arterial disease and high blood pressure, neurological disorders or kidney disease. (I, ET: 1 hr.)

2. Alcohol is a psychoactive drug that is both a central nervous system depressant and a mind-altering drug. Discuss your opinion of the difference between alcohol use and alcohol abuse. Name at least 3 alcohol-related diseases. List at least 6 signs that drinking is becoming a serious problem. Answer these questions: What are the risk factors for alcoholism? How does AA work? (I, ET: 30 min.)

3. Drugs of abuse fall into 3 categories: 1) legal over-the-counter drugs, 2) legal prescription drugs, and 3) illegal street drugs. After doing some reading on patterns of drug abuse, participate in a class discussion about the factors that motivate drug abuse.

**COMPETENCIES 2.01, 2.05, 2.07, 2.08, 2.09, 2.11, 2.13**

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**SAMPLE LEARNING ACTIVITIES**

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PB 6 (Continued)

Choose one of the following activities to complete:

- Design a display that illustrates abused drugs and their effects on various systems of the body.
- Answer this question: What are the signs that may alert us to possible drug abuse in family, friends, or co-workers?
- Give examples of drug detoxification and rehabilitation programs. (I, ET: 30 min.)

4. What percent of emphasis would you place on each of the following solutions to the drug crisis in the United States?

    a) Drug education
    b) Harsher penalties for dealers
    c) Destroying drugs at their source
    d) Treatment for users
    e) Crackdown on smuggling
    f) Other (I, ET: 25 min.)

5. Write an essay explaining your opinion about how substance abuse has affected the quality of life for the individual, the family, and our society. (I, ET: 35 min.)

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**RESOURCES**

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**Several sources of information listed below have already been included on the Resource List. However, due to the specialized nature of this duty area, some addresses and/or telephone numbers for the resources are provided below instead of including this information on the Resource List.**

**Articles**

Health. Other Countries: How Do They Pull It Off? (July/August 1993) Volume 7, Number 4, pp. 66-67

**ADDRESS:**

P. O. Box 56863
Boulder, CO 80322-6863

**COMPETENCIES 2.01, 2.05, 2.07, 2.08, 2.09, 2.11, 2.13**

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**RESOURCES (Continued)**

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### Booklet

| | |
|---|---|
| Medic Publishing Co. | Healing Grief |

**ADDRESS:**

P. O. Box 89
Redmond, WA 98052

### Pamphlets

| | |
|---|---|
| Medic Publishing Co. | Is There Anything I Can Do To Help? |

### Book and Other Publications

| | |
|---|---|
| McRay Company. | I'm Here to Help. 1992 HOSPICE HANDOUT, $6.00 |

**ADDRESS:**

780 North Arm Drive
Mound, MN 55364
(612) 475-4003

| | |
|---|---|
| Houghton Mifflin Company. | The Consumer's Legal Guide to Today's Health Care |
| Kendall/Hunt Publishing Company. | National Issues Forums Institute |

### Other Sources of Information

Kentucky Insurance Commissioner.

**ADDRESS:**

229 West Main Street
Frankfort, KY 40602

The National Insurance Consumers Organization.

**ADDRESS:**

121 North Payne Street
Alexandria, VA 22314

**COMPETENCIES 2.01, 2.05, 2.07, 2.08, 2.09, 2.11, 2.13**

## RESOURCES (Continued)

| | |
|---|---|
| Cancer Information Service. | (800)-4CANCER |
| American Cancer Society. | **ADDRESS:**<br>Kentucky Division, Inc.<br>701 West Muhammad Ali Boulevard<br>Louisville, KY 40201-1807<br>(502) 584-6782 |
| American Red Cross (AIDS resource). | Check your local telephone book for the nearest chapter. |

## ADDITIONAL RESOURCES

## ADDITIONAL LEARNING ACTIVITIES

# UNIVERSAL HEALTH CARE

______________________________
COUNTRY

| QUESTION | ANSWER |
|---|---|
| How does the patient access the system? | |
| What does the patient pay? | |
| What is covered? | |
| Is there a choice of insurance? | |
| How is it financed? | |
| Are there options for the wealthy? | |
| How are you covered if you lose your job? | |
| Who determines the cost for coverage? | |
| What problems do you see? | |
| How is it similar to the United States? | |
| How is it different from the United States? | |

# DISEASE CHART

| DISEASE | BACTERIA/VIRUS | EFFECTS ON SYSTEM | CURABLE | TREATMENT / PREVENTION |
|---|---|---|---|---|
| | | | | |
| **Chlamydial Infections** | | | | |
| | | | | |
| **Gonorrhea** | | | | |
| | | | | |
| **Genital Herpes** | | | | |
| | | | | |
| **Syphilis** | | | | |
| | | | | |
| **AIDS** | | | | |

# Duty Area: HOME MANAGEMENT

KCBAE Level I

Beginning Level

**COMPETENCIES:**

6.01 Demonstrate knowledge of good nutritional practices
6.02 Demonstrate knowledge of clothing care and laundry techniques
6.04 Demonstrate knowledge of home housekeeping practices
6.06 Demonstrate knowledge of safe storage and handling for foods, medicines, and household goods

## RELATED SKILLS

Mathematics
Science
* Health/Wellness 2.11, 2.12, 2.13
* Technology/Tools 4.01
* Consumer Economics 5.06
Home Management
Family Relationships
* Interpersonal/Social 8.04
Self-Management
Employability
* Communication 11.03
Thinking
Social Sciences
Govt./Citizenship
Cultural Diversity
* Community Resources 16.01

## PREREQUISITES

Beginning reading and writing skills

## PROGRESS BENCHMARKS

1. Write directions for safe use of a microwave oven
2. Identify safe storage and handling of food and chemical items
3. Describe safe food handling practices which avoid food poisoning
4. Describe the steps for sorting and washing clothes
5. Group colors for color harmony and relate color choices to clothing selections
6. Plan nutritious snacks and meals for various age groups

## TERMINOLOGY

Terms that students should know or learn as part of this lesson.

Hang Tags
Primary Colors
Radiation
Labels
Secondary Colors
Microwave
Nutrition
Celsius (°C)
Color Spectrum
Fahrenheit (°F)

## REFLECTIONS

Whether you live alone or as part of a family, you have responsibilities for maintaining a clean, safe home environment; planning nutritious meals; and selecting and maintaining clothes appropriate for your daily living. For families, home management has become a family task as the family styles have changed in today's society. Safe food preparation practices help prevent food poisoning, and meals planned around basic food groups promote healthy living. Regular home maintenance helps create a pleasant living environment. Good home management skills can also be a money-saving technique for the entire family.

**COMPETENCIES 6.01, 6.02, 6.04, 6.06**

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**SAMPLE LEARNING ACTIVITIES**

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PB 1 (6.04, 6.07) (CR 1.04, 2.11, 4.03, 11.03, 11.12, 12.03, 12.05, 12.08, 16.01)
Benchmark Task: Write a paragraph giving directions for use of a microwave oven. Include safety precautions and types of microwave safe cooking utensils.

(Basic content areas: Radiation and radon safety levels, microwave oven safety checks, use of microwave oven for food preparation)

1. Review sentence structure and paragraph writing. Practice writing paragraphs on various topics related to home care. Work with another student to critique and refine each other's work. (I and G, ET: 1 hr.)

2. Contact the local county extension office requesting information on microwave ovens. Read the information carefully. Discuss how the microwave oven works. (I and G, ET: 45 min.)

3. Visit the local library or bookstore and look at microwave cookbooks or bring personal cookbooks to class. Select a recipe. Make copies and give to group members. (I and G, ET: Varies)

4. Visit a local department, appliance, and/or discount store. Write a list of the different types of microwave ovens; list different features on different models; list price ranges. Make a chart of these features. (G, ET: Varies)

5. Create a safety manual for using microwave ovens. Illustrate if possible by using computer graphics. Include a list of recommended safe microwave utensils. (G, ET: 2 hrs.)

6. Plan a microwave cooking demonstration highlighting safety precautions. Invite the county extension agent to assist with the demonstration. Invite guests to attend. Write a letter of thanks to those assisting with the demonstration. (G, ET: 1 hr. 30 min. presentation)

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PB 2 (6.04, 6.06) (CR 2.11, 9.02, 9.06, 11.11, 11.12, 16.01)
Benchmark Task: Read the attached news article on labeling and food storage guidelines. Identify 3 sources where you could obtain additional information on food storage and/or safe storage and handling of foods, medicines, chemicals, or other household items.

(Basic content areas: Safe handling of food and chemicals, locating information sources on safe storage of food and chemicals)

1. Visit the local grocery store and select 5 items. Read the labels. Make a list of storage guidelines given on each product. Share the information with the group. (G, ET: Varies)

2. Contact the local extension agent and request the hot line number for safe food storage. Call the number and request information to be sent to your class. (G, ET: 20 min.)

**COMPETENCIES 6.01, 6.02, 6.04, 6.06**

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**SAMPLE LEARNING ACTIVITIES**

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PB 2 (Continued)

3. Using the attached news article (Attachment A), make an information and rules sheet on food storage. Give each member of the group a copy. Use the computer, if possible, in creating the information. (I and G, ET: 45 min.)

4. Identify sources in the community where you might get information on safe food storage, handling of foods, medicines, chemical, or other household items. Make a list of names, addresses, and phone numbers for all group members. (G, ET: Varies)

5. Invite the local home extension agent to give a presentation on safe food storage, handling of foods, medicines, chemicals, or other household items. Write a letter of thanks for his/her assistance. (G, ET: 1 hr. presentation)

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PB 3 (6.04, 6.06) (CR 2.11, 8.04, 11.03, 11.11, 12.03, 16.01)
Benchmark Task: Working with a partner, prepare a list of 10 rules to follow to keep for cleanliness and sanitation in food preparation and storage for protection against food spoilage or transfer of bacteria.

(Basic content areas: Prevention of food poisoning, bacteria growth conditions, safe handling of meat and poultry, home sanitation practices)

1. Make a list of 10 reasons why cleanliness and sanitation in food storage and preparation is important. Contact the local health department and extension office for assistance. (G, ET: 30 min.)

2. Watch the video "Kitchen Safety and Sanitation" (see video resource list) or other video on sanitation in handling food. Discuss the information presented. (G, ET: 30 min.)

3. Request information from the local health department on how to treat food poisoning. (G, ET: 15 min.)

4. Using the information in Activities 1, 2, and 3, make a brochure on 10 rules for safe food storage. (G, ET: 1 hr. 30 min.)

5. Do a "home" check to see if you are practicing safe and clean food storage methods. (I, ET: Varies)

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PB 4 (6.02) (CR 9.01, 11.04)
Benchmark Task: Describe clothes sorting and washing techniques. Include a description of water temperature and use of laundry products.

(Basic content areas: Clothes sorting techniques, selection of water temperature and laundry products.)

**COMPETENCIES 6.01, 6.02, 6.04, 6.06**

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**SAMPLE LEARNING ACTIVITIES**

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PB 4 (Continued)

1. Request information (i.e., pamphlets, bulletins) from the local county extension service on clothing hang tags and labels, clothing care and repair. After gathering the information, read carefully. (G, ET: 20 min.)
2. Break into small groups (3-5 students) to prepare a brochure on using hang tags and labels. Describe the differences in hang tags and labels. (G, ET: 20 min.)
3. Visit a clothing store to examine clothing hang tags and labels. Select 2 hang tags and 2 labels, and make a list of the different types of information found on hang tags. (I and G, ET: 30 min.)
4. List the steps for sorting and washing clothes. (Check your list with Attachment B-1 and Attachment B-2.) (I and G, ET: 15 min.)
5. Using information from labels, discuss the directions for clothing care. Use 3 items of personal clothing and compare label directions on how to care for that item. Discuss ways to extend the life of your clothing. (I and G, ET: 30 min.)
6. Look at a detergent product and list the directions for water temperature. Are temperatures listed as °F (Fahrenheit) or °C (Celsius)? Do practice activities converting °F to °C and vice versa. (I and G, ET: 30 min.)
   (I and G, ET: 15 min.)

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PB 5 (6.02, 6.04) (CR 1.07, 2.12, 8.02, 9.02, 11.12, 12.05)
Benchmark Task: Use measuring cups with three primary colors made by mixing food coloring and water. Mix these primary colors to show secondary colors. Set the colors in a circle to show color relationships. Describe how a knowledge of color harmony applies to clothing selection and color use in the home.

(Basic content areas: Color wheel, color harmony, complementary colors, clothing color selection, planning the use of color in the home)

1. Visit the local paint store and obtain a color spectrum chart. Use the encyclopedia to find definition and example of primary colors. (G, ET: Varies)
2. Find the definition of secondary colors. Use cups of water and drops of food coloring to make primary colors. Add additional food coloring to make secondary colors.
   (I and G, ET: 45 min.)
3. Discuss the definition of tint and tone. (G, ET: 15 min.)
4. Invite a paint store owner, interior decorator, or county extension agent to speak to your class on color choices and coordination. (G, ET: 1 hr.)

**COMPETENCIES 6.01, 6.02, 6.04, 6.06**

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**SAMPLE LEARNING ACTIVITIES**

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**PB 5 (Continued)**

5. Make a diagram or display showing color harmony. Discuss how this can be used in clothing selection and home direction. (I and G, ET: 1 hr.)

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**PB 6 (6.01, 6.07) (CR 3.14, 4.02, 9.03, 9.04, 12.02)**
**Benchmark Task:** Plan a party for small children or for nursing home patients. Plan refreshments and entertainment. Make a party checklist of tasks to be completed; show individual and committee assignments. This activity could also be planned as a soup supper or pasta party for friends or family members of students.

(Basic content areas: Nutritious snacks for children or the elderly, planning techniques, individual and group responsibilities, estimating amounts of food, estimating costs)

1. Develop a party plan addressing the following items: theme, type of function, date, time, guest list and total number, budget (amount to spend), items needed to borrow, menu, shopping list, friends to help, and special directions. Use the computer and develop a form for the plan. (I and G, ET: 2 hrs.)
2. Discuss ways that nutritional food items can be used on the menu. (G, ET: 20 min.)
3. Plan a party for your class. Using the party plan, break into groups to carry out preparation tasks. Invite guests with invitations made by the class. Using a camcorder or camera, make pictures at the party. (G, ET: Extended time)
4. Write and submit a news article to the local newspaper (including pictures) about the class party. (G, ET: 45 min.)
5. Make a class handbook on planning special events. Use computer graphics to illustrate the handbook if possible. Make copies available for distribution. (G, ET: 2 hrs.)

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**RESOURCES**

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| | |
|---|---|
| EMC Publishing Co. | Resources for Living |
| Goodheart-Willcox. | Skills for Everyday Living |
| McGraw Hill School Division. | Modern Meals |
| Glencoe. | 1) Food for Today<br>2) Creative Living |
| NIMCO. | Eating Healthy |

**COMPETENCIES 6.01, 6.02, 6.04, 6.06**

**RESOURCES (Continued)**

Community Resources such as County Extension Office, Local Health Department, Local Hospital Dietitian, and Home Economics Teacher.

Encyclopedias

### Videos

| | |
|---|---|
| Meridian Franklin-Clay Films. | 1) Consumer Clothing<br>2) Understanding Hang Tags and Labels Longer Care Means Longer Wear<br>3) Selecting and Storing Meats<br>4) Kitchen Safety and Sanitation |

### Computer Software

| | |
|---|---|
| Broderbund. | Print Shop Deluxe |
| NIMCO. | Nutrition Expert |

**ADDITIONAL RESOURCES**

**ADDITIONAL LEARNING ACTIVITIES**

## FOOD

# New labels offer advice on when to toss food out

**BY PATTY LANOUE STEARNS**
KNIGHT-RIDDER NEWS SERVICE

When was the last time you took a roast out of the freezer and let it sit on the counter all day to defrost, or let your child lick cake batter from a spoon? Recently? Don't do it again.

This time of year, when people are getting stoked up for the holidays, food safety can't be stressed enough. Kitchens can be breeding grounds for disaster, and knowing what's safe and what's not can mean the difference between a good meal or a dance with death.

Starting this week, the U.S. Department of Agriculture is requiring all raw and partially cooked meat and poultry to carry labels on how to handle, cook and store the product. The mandate comes on the heels of a food-related tragedy earlier this year, when three children died after eating undercooked hamburgers at a fast-food restaurant.

About 400 to 500 diners fell ill from the meat, which was tainted with the Escherichia coli bacteria.

The USDA estimates about 7 million Americans suffer from food poisoning every year.

Many of us have been taught the wrong information about handling meat, poultry and other foods.

That's why we've put together a refresher course in food safety, culled from the latest recommendations by the USDA, the federal Food and Drug Administration, the National Fisheries Institute and the Michigan State University Cooperative Extension Service.

"That's our hardest obstacle — educating people," says Sylvia Treitman, a home economist for the Michigan State extension office in Oakland County, whose food safety hot line glows year-round.

Linda Burkholder, a USDA home economist in Washington, agrees. Her agency's meat and poultry hot line received more than 137,000 calls last year, mainly from people seeking information about food storage.

## Rules

Here are some rules on how long to save food. The first time limit is for the refrigerator; the second is for the freezer.

- Eggs, fresh in shell: 3 weeks, don't freeze
- Hard-boiled eggs: 1 week, don't freeze
- Mayonnaise: 2 months, don't freeze
- Frozen TV dinners, entrees: N/A, 3-4 months
- Egg, chicken or tuna salad: 3-5 days, don't freeze
- Store-cooked entrees: 1-2 days, don't freeze
- Prestuffed meats, poultry: 1 day, don't freeze
- Soups and stews: 3-4 days, 2-3 months
- Ground and stew meats: 1-2 days, 3-4 months
- Hot dogs, opened package: 1 week, 1-2 months
- Lunchmeat, opened: 3-5 days, 1-2 months
- Ham, canned: 1 week, don't freeze
- Ham, fully cooked slices: 3-4 days, 1-2 months
- Fresh beef: 3-5 days, 6-12 months
- Fresh pork, veal: 3-5 days, 4-6 months
- Fresh lamb: 3-5 days, 6-9 months
- Cooked meat leftovers: 3-4 days, 2-3 months
- Fresh poultry: 1-2 days, 9 months-1 year
- Cooked poultry: leftovers 3-4 days, 4-6 months
- Chicken nuggets, patties: 1-2 days, 1-3 months

Symptoms — nausea, vomiting, diarrhea, fever, cramps, even paralysis, double vision, swallowing or breathing problems — can appear anywhere from 30 minutes to two weeks after you've eaten, but generally within four to 48 hours.

BEST COPY AVAILABLE

# STEPS IN WASHING CLOTHES

1. SORT CLOTHES.
2. CHECK CLOTHES FOR TEARS AND STAINS.
3. CLOSE FASTENERS (ZIPPERS, HOOKS, SNAPS).
4. REPAIR TEARS BEFORE WASHING.
5. PRETREAT STAINS AND/OR HEAVILY SOILED AREAS.
6. SELECT CORRECT WATER TEMPERATURE AND WASH CYCLE.
7. MEASURE DETERGENT CAREFULLY!
8. ADD SORTED CLOTHES AND DETERGENT TO MACHINE BEFORE STARTING.

# SORTING CLOTHES

## SORT CLOTHES BY METHOD OF CLEANING

1. DRY CLEANING
2. HAND WASHING
3. MACHINE WASHING

## SORT CLOTHES FOR MACHINE WASHING BY:

1. COLOR
2. AMOUNT OF SOIL
3. WATER TEMPERATURE AND WASH CYCLE
4. LINT GIVERS FROM LINT RECEIVERS

# Duty Area: HOME MANAGEMENT

Intermediate Level

KCBAE Level II

**COMPETENCIES:**

6.01 Demonstrate knowledge of nutritional practices
6.06 Demonstrate knowledge of safe storage and handling for foods, medicines, chemicals, and household goods
6.07 Demonstrate knowledge of simple food preparation techniques

## RELATED SKILLS

* Mathematics 3.17
Science
* Health/Wellness 2.08, 2.09, 2.11
* Technology/Tools 4.02
Consumer Economics
Home Management
Family Relationships
Interpersonal/Social
* Self-Management 9.01, 9.02
Employability
* Communication 11.03, 11.07
* Thinking 12.02, 12.05, 12.08
Social Sciences
Govt./Citizenship
Cultural Diversity
Community Resources

## PREREQUISITES

Rudimentary knowledge of basic nutrition
Rudimentary fraction skills for recipes
Reading, writing, and basic reference skills

## PROGRESS BENCHMARKS

1. Identify food sources of nutrient classifications
2. Distinguish between physical and psychological reasons for eating
3. Plan balanced menus
4. Recognize unsafe food handling practices
5. Analyze dieting and its effects on the body
6. Prepare and evaluate a simple recipe

## TERMINOLOGY

Terms that students should know or learn as part of this lesson.

Carbohydrate
Nutrition
Cavity
Fat-free
Psychological
Digestive
Gland
Sterile
Antibiotic
Fats
Pregnant
Ingest
Sugar-free
Physical
Analyze
Stimuli
Calories
Culture
Protein
Dental
Menopause
Low sodium
Addition
Diagram
Yeast
Label
Hygiene
Vitamins
Nutrient
Puberty
Log
Cell
Cancerous
Anorexia
Friction
Paring
Minerals
Wellness
Estrogen
Preserve
Skeletal
Salivary
Bulimia
Scenario
Sedentary
Deficiencies
Optimal
Diabetic
Classify
Circulatory
Respiratory
Differentiate
Equivalencies
Pediatrician

## REFLECTIONS

Good nutrition is as important to our quality of life as employment, community involvement, health, and spirituality. An understanding of our body's nutritional needs and the effects of nutritional deficiencies enables us to make choices that promote healthier, more efficient, and more enriched daily activities. On the other hand, poor nutritional practices harm us, add stress to our lives, and make a bad day at work less manageable. A knowledge of good nutrition enables us to maximize our opportunities to "make it a great day!"

**COMPETENCIES 6.01, 6.06, 6.07**

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## SAMPLE LEARNING ACTIVITIES

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PB 1 (6.01) (CR 12.08)
Benchmark Task: For each of the following classifications of nutrients, give two good food sources: carbohydrates, fats, calcium, iron, protein, Vitamin A, Vitamin C, Vitamin D, B-Vitamins.

(Basic content areas: Carbohydrates; fats, minerals; vitamins, proteins, food sources of nutrients; food preparation for preserving nutrients; importance of nutrition to growth, development, and health)

1. Secure, view, discuss, and study the new essential foods pyramid which replaces the old Basic Four foods groups. Pyramids may be obtained from various professionals; such as, health departments, extension agents, and home economics teachers. (I/G, ET: 30 min.)

2. Introduce/encourage good eating habits by pronouncing, spelling (optional), and naming sources of good foods. Determine advantages for good health versus harmful effects of deficiencies of the following nutrients:

   a) carbohydrates
   b) fats
   c) proteins
   d) vitamins
   e) minerals

   (I/G, ET: 2 class sessions)

3. Introduce vitamins and minerals and their importance in a good diet. Determine good sources of the following:

   a) Vitamin A
   b) Vitamin B
   c) Vitamin C
   d) Vitamin D
   e) Vitamin E
   f) Calcium
   g) Iron
   h) Magnesium
   i) Potassium
   j) Zinc

   Investigate the consequences of deficiencies of each of these items. (I/G, ET: 1-2 class sessions)

4. Connect medical problems with nutritional deficiencies. Match real-life problems with the proper nutrients preventing the problems. (e.g., a pregnant mother develops massive dental decay because her baby draws all the calcium from the mother's bones and teeth as it builds its own little bones or a college student develops terrible acne due to a diet high in fried foods). The teacher gathers suggestions of problems from students and then leads students in determining how these problems might have been prevented by improved nutrition. Other activities using the class's own medical input could be:

**COMPETENCIES 6.01, 6.06, 6.07**

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**SAMPLE LEARNING ACTIVITIES**

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PB 1 (Continued)

a) matching exercises
b) a game format . . . like the game Concentration
c) a Cloze procedure story
d) a word scramble
e) a crossword puzzle

—all derived by the teacher and/or class.
(I/G, ET: 2-3 class sessions)

5. Emphasize wellness by having the teacher create a matching exercise of optimal health scenarios to be matched with the proper source of nutrients; e.g.:

| | "Good" Scenario | | Possible Reason |
|---|---|---|---|
| 1. | A 7-yr.-old boy has a dental visit with no cavities | A. | Ingests magnesium, calcium, extra B vitamins in foods |
| 2. | An 8-yr.-old girl is very energized and alert in school | B. | Eats good breakfasts with protein and vitamins included |
| 3. | A menopausal teacher remains serene at a heated meeting with an angry parent | C. | Drinks milk daily and eats yogurt often |
| 4. | An 80-year-old lady walks sprightly, unassisted | D. | Drinks milk and takes estrogen regularly |
| 5. | A busy mother of 3 goes all winter without a "sniffle" | E. | Drinks lots of orange juice, eats broccoli, takes Vitamin C often |
| 6. | A pregnant mother has lots of energy | F. | Eats liver often or takes an iron tablet |
| 7. | A 56-yr.-old man gets a good "heart" exam | G. | Eats wheat germ, takes an aspirin a day, or takes Vitamin E |
| 8. | A diabetic woman gets a good checkup | H. | Keeps a fat-free diet and avoids sugar |

6. Assign students to compile an "eating log" for 24-48 hours. Determine two good sources for each of the following from the log:

**COMPETENCIES 6.01, 6.06, 6.07**

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**SAMPLE LEARNING ACTIVITIES**

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PB 1 (Continued)

- a) carbohydrates
- b) fats
- c) calcium
- d) iron
- e) protein
- f) Vitamins A, B, C, D, E
- g) magnesium
- h) zinc

(I/G, ET: 20 min)

7. Have students look at, or bring to class, labels of foods consumed. Add: calories, fat grams, sodium mg. Is this within a healthy range? (G, ET: 30 min.-1 hr.)

8. Discuss ways to preserve nutrients; e.g., the importance of not overcooking vegetables, using peels wherever possible, making soups/gravies from "cooking" water, eating fresh produce as soon as possible, and keeping leftover foods covered tightly. (I/G, ET: 15-30 min.)

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PB 2 (6.01) (CR 12.05, 12.08)
Benchmark Task: Classify the reasons for eating as psychological or physical for each of the following scenarios: going to a party, exercising and then shopping before going home, smelling chocolate pie, being nervous, feeling sad.

(Basic content areas: Eating habits, psychological and physical hunger, weight control, snacking and meal planning)

1. Explore the reasons "why" we eat. Lead students to discover that eating is for both physical and psychological reasons. Compile a list of "mental" vs. "physical" reasons. Items listed might include:

| Mental | Physical |
|---|---|
| Good smells (aromas) | Bones |
| Reward | Nerves |
| Sad/Depressed | Cell-rebuilding |
| Nervous | Energy |
| Addictions to foods | Hair, teeth, nails |
| Psychology | Muscles |
| —Color | Skin tone |
| —Texture | Alert thinking |
| —Temperature | (I/G, ET: 15-20 min.) |

2. Utilize human torso models and/or manipulatives to show the connections between the body's systems; e.g., circulatory, skeletal, muscular, digestive, respiratory. Explain in simple terms how good foods "fuel" the body. (I/G, ET: 30-45 min.)

**COMPETENCIES 6.01, 6.06, 6.07**

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**SAMPLE LEARNING ACTIVITIES**

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PB 2 (Continued)

3. Gather posters, dolls, and other replicas of good health; e.g., a poster of Cindy Crawford and Arnold Schwarzenegger. Include mature people who have maintained or regained a healthy appearance. Analyze what contributes to their body build, pretty teeth, and clear skin. Discuss what eating/health habits make these things happen. Are models like Cindy Crawford just "born" that way? (I/G, ET: 15-20 min.)

4. Examine a diagram of a cell to understand its basic composition and workings. Discuss very generally how cells reproduce; whether they are healthy or cancerous; that all cells die and are constantly replaced; and the need for good nutrition to promote optimal cell reproduction. (I/G, ET: 30 min.)

5. Discuss the location and the function of salivary glands and their role in triggering the desire to eat; i.e., having your "taste buds set." Discuss the areas of the tongue and palate which respond to salty, sweet, bitter, and sour stimuli. List various foods which trigger these responses. Mention the fact that people's responses vary greatly. Do a blindfolded taste test applying sweet, sour, bitter, and salty things to different parts of the tongue. (I/G, ET: 15 min.)

6. Invite a local health professional to speak on eating disorders; e.g., anorexia and bulimia. Speakers may be secured from the health department, county extension offices, clinical psychologists, and psychiatric nurses. (G, ET: Class session)

7. Practice reading labels by headings; e.g., ingredients, nutritional content, and recommended daily allowances. Emphasize the importance of reading labels for things like the recommended daily intake of fats, vitamins, and sodium vs. content of these items in specific products. Be sure to consider serving size when reading label information. (I/G, ET: Class session)

8. Discuss the target amounts of fat and caloric intake for each student for weight maintenance or weight loss. Emphasize that fat/calorie intake above the maintenance level results in weight gain and that weight loss occurs by consistently lowering fat/calorie intake and increasing the level of activity. Remember that between meal snacks are part of daily calorie count but that low-calorie, low-fat, scheduled snacks can be appropriate dietary practices. (I/G, ET: 15-30 min.)

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PB 3 (6.01) (CR 12.02, 12.05, 12.08)
Benchmark Task: Study the recommended food groups for a daily diet and then classify the following menus as nutritionally balanced or not nutritionally balanced: (A) dried beans, milk, and cheesecake; (2) lasagna, salad, bread, and iced tea; (3) cereal, toast, milk, orange juice; (4) corn, potatoes, and cornbread; (5) turkey sandwich deluxe, milk, and apple.

(Basic content areas: Menu planning, basic food groups, recommended daily allowance, food nutrients, protecting food nutrients, choosing healthy foods, healthy eating patterns)

**COMPETENCIES 6.01, 6.06, 6.07**

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## SAMPLE LEARNING ACTIVITIES

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PB 3 (Continued)

1. Develop a "Facts vs. Myths" nutrition game with students. Assign points for each item when placed in the proper category. The winner has the highest score. Give a healthy snack item as a prize. Game examples might include:

| Facts | Myths |
|---|---|
| 5 small meals/day best | Skipping meals causes weight loss |
| Starving the body triggers the desire to eat excessively | Cooking veggies "well-done" makes them nutritious |
| Canola oil is one of the "good" oils | Vegetables in the refrigerator for a week are just as nutritious as those fresh-picked |
| Potatoes and veggies should be eaten with "skins on" | Sushi (raw fish) is perfectly safe because Orientals have eaten it for years |
| Eggs and chicken must be thoroughly cooked to be safe | Buying tuna packed in water and also rinsing it is a waste of time |

2. Conduct a game in which students draw a menu from a hat and then critique the menu for nutritional balance. Develop these menus to be deficient purposely. (G, ET: 15-20 min.)

3. Assign students to plan a healthy menu for a variety of scenarios; e.g., a class picnic, a graduation party, a dinner with grandparents. Critique the menu for nutritional balance. (I/G, ET: Class session)

4. Match a list of goods with the appropriate food groups on the food pyramid. (I/G, ET: 15 min.)

5. Explore ways to protect nutrients during food preparation; e.g., not peeling vegetables, using cooking water for gravies and sauces, using produce as fresh as possible, avoiding overcooking, keeping orange juice tightly covered and using quickly to avoid dissipation of Vitamin C. (I/G, ET: 15-30 min.)

6. Discuss food safety; such as: keeping hot foods hot and cold foods cold at picnics, cleaning/sterilizing cutting boards, using leftovers quickly, using frozen foods within 3-6 months. What foods cause the most concern? (I/G, ET: 15 min.)

7. Devise a list of related food items with opportunity to differentiate the best food choices; e.g., good-better-best OR poor-good-better:

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PB 3 (Continued)

Raw--cooked vegetables
Fried--broiled chicken
Fruit drink--juice
Boiled--steamed vegetables
Crisco--canola oil
Avocado--asparagus
Southern cooked green beans--steamed green beans
Fried potatoes--boiled in-the-skin potatoes
Baked potato, sour cream, butter--baked potato, yogurt, Molly McButter
Salad/bleu cheese dressing--salad, vinaigrette dressing
Fried foods--stir-fried foods

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PB 4 (6.06) (CR 2.13, 12.05, 12.08)
Benchmark Task: Determine which of the following actions are good sanitation practices for handling food and which are unsafe: (1) washed hands with soap and water before beginning; (2) cut up chicken and then chopped eggs and pickle on the same cutting board; (3) used the same towel for drying dishes and wiping hands; (4) prepared chicken salad sandwiches early and forgot to put them in the refrigerator; (5) kept dish and rinse water hot during preparation and kitchen cleanup.

(Basic content areas: Sanitary kitchen practices, handling poultry and meat products, bacteria growth, effect of heat on bacteria, importance of hand washing for disease prevention, perishable and nonperishable food items)

1. Conduct a "nostalgia trip" down "memory lane" in which students relate memories of special mealtimes in the "ol' days" (i.e., grandmother's house, going out to eat, holiday meals). Try to determine/define/outline any food or eating practices which were harmful to health--or particularly good for optimal health. Suggested items might include: farmers came in from the fields and scrubbed hands up to elbows before eating; food leftovers left on kitchen table covered with a dish towel; drank from water jug in refrigerator; fresh vegetables stored in root cellar; flies and gnats found in a kitchen because of a torn screen door; ate from a spoon and then used the spoon to dish out more food. Discuss the value of family meals as togetherness time while also enabling students to see the poor health habits that can sometimes be acquired. (I/G, ET: 30 min.)

2. Secure a microscope from a science classroom or a child's science kit. View scrapings from a wooden cutting board to see the bacterial growth. Discuss bacterial growth. Talk about consequent hazards of cutting meats on cutting boards. Emphasize the need for sterilization. Perhaps read a juvenile biography of Louis Pasteur or view a video on pasteurization. (I/G, ET: 1 hr.)

3. Discuss the origin of the old adage: "Cleanliness is next to godliness." Conduct a simple experiment with yeast/sugar mixture and warm water (98-105 degrees) to show rapid multiplication of plant cells. Show that heat (110+ degrees) will kill yeast plants and no growth occurs. Explain that bacteria are also plants that heat kills; hence, washing hands

**COMPETENCIES 6.01, 6.06, 6.07**

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**SAMPLE LEARNING ACTIVITIES**

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PB 4 (Continued)

in hot water and cooking foods thoroughly destroys bacteria. Indicate that cold retards bacterial growth, though not completely killing the organisms. Explain that chemical soap and friction (brisk rubbing physically) actions are additional bacteria killers; therefore, thoroughly cleansing hands and utensils in hot, soapy water with friction destroys bacteria. (I/G, ET: 1 hr.)

4. Produce an amateur version of "America's Funniest Videos" depicting class members mimicking poor health practices. Have a class session in which students view these scenarios, define their bad habits, and suggest ways to improve their poor health practices. The scenarios might include: sharing a can of Coke with a friend; a famished gardener rushing into the house for a sandwich without washing his dirty hands; a kindergartner running out of the bathroom without washing his/her hands; a mother cutting up a whole chicken to fry and chopping vegetables on the same cutting board; teenager drinking milk from a gallon jug; toddlers sharing a jar of peanut better with one spoon; leaving food setting out for several hours at a picnic. (G, ET: Several class sessions)

5. Lead a discussion on "good vs. bad" bacteria and yeasts. Discuss ways of promoting "good" bacterial growth or yeast growth; e.g., culturing yogurt at home, eating yogurt when taking antibiotics, baking yeast breads. Explore ways that you might damage "good" bacteria/yeasts; e.g., getting yogurt cultures too hot, taking antibiotics too often, overheating yeast bread dough. (I/G, ET: 30 min.)

6. Discuss the importance of bacterial control with regard to female reproductive health. How do we maintain nature's balance via diet, hygiene, and stress control. Discuss the impact on nature's bacterial balance brought on by imprudently using pharmaceutical products. (I/G, ET: 30 min.)

7. Make an inventory of food items at home to determine acquisition and expiration dates. Discuss optimal shelf life of various frozen foods, refrigerated goods, and dry products. Brainstorm ideas for dating foods at the time of purchase or preparation. Discuss ways of determining whether or not an undated item is safe to use; e.g., a swollen can, a mold on bread, a sour odor from juice or milk products, the lack of vacuum sound when opening jars or cans, the scaly webs or shells of insects in grains. (I/G, ET: Class session)

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PB 5 (6.01) (CR 2.08, 11.03, 11.07, 11.09, 12.05, 12.08)
Benchmark Task: Write a paragraph explaining why many diets and dieters fail to lose weight and keep the weight off. Include at least three reasons.

(Basic content areas: Types of diets, reasons for failure of diets, sensible dieting, counting calories, exercise programs, psychological and physical factors of weight control)

1. Practice fasting for 1/2-1 day (depends on student and teacher). Skip at least 1-2 meals. record all thoughts about food during that day. Evaluate the full meal eaten at end of "fast" to determine if overeating occurred. Introduce the idea that different dietary

**COMPETENCIES 6.01, 6.06, 6.07**

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**SAMPLE LEARNING ACTIVITIES**

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PB 5 (Continued)

behaviors send different messages to the brain; e.g., "I'm starving . . . .I've had no food all day . . . . I NEED to overeat for preservation." (I/G, ET: 2 Class sessions)

2. Interview 3-4 dieters, including at least one successful and one unsuccessful. Hopefully, show that the successful dieter made a life-long change of eating habits. Record the notes taken during the interviews via language experience story or short essay form as appropriate. (I/G, ET: 2 Class sessions)

3. Write a short story (fiction or non-fiction) about someone who failed to lose weight because he/she felt that the sacrifice was too great. Discuss the psychology of dieting and the brain's role when the dieter feels totally denied of all pleasure. Explore possible solutions; e.g., having occasional breakovers, avoiding real hunger, and setting reasonable goals. (I/G, ET: 1 hr.)

4. Chart the number of calories needed per day to maintain weight at various ages. Research the number of calories burned by various physical activities. Explore the use of exercise as a dietary measure--include influences of the time of day on burning stored fat calories vs. recently ingested calories. (I/G, ET: 1-2 class sessions)

5. Outline an optimal diet plan using everything learned up to this point. Providing a scenario might help; e.g., a new mother, an 18-yr-old athlete, or a 50-yr-old sedentary executive. (I/G, ET: Class session)

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PB 6 (6.07) (CR 9.02, 11.03, 11.08)
Benchmark Task: Use a recipe to prepare a food item using a microwave oven or using a conventional oven. Bring a sample to class and/or write a description of what you prepared and give your opinion of how the product turned out.

(Basic content areas: Following directions, using appliances, measuring liquids and dry ingredients, reflecting and evaluating of process)

1. Compile a chart of kitchen appliances and compare and contrast them (freestanding range vs. modular stove vs. microwave oven). List the appliances' good points, bad points. Chart the final decision as to whether or not the appliances are needed in every kitchen. Determine what substitutes to make if a particular utensil was not available; e.g., a sharp paring knife might suffice if a vegetable peeler was unavailable. (I, ET: 30 min.)

2. Make a collection of "favorite" recipes (from grandparents, favorite cookbooks, or recent discovery). (I/G, ET: Class session)

3. Do exercises for "Cooking Measurement" in Math Competencies for Everyday Living or a similar resource. (I, ET: 30 min.)

4. Using the recipe collection, re-write the recipes to use healthy substitutes; e.g., yogurt for mayonnaise, Molly McButter instead of butter, low-fat oleo for butter, canola oil instead of

**COMPETENCIES 6.01, 6.06, 6.07**

## SAMPLE LEARNING ACTIVITIES

**PB 6 (Continued)**

lard or Crisco, honey for sugar, skim milk vs. whole milk, 2 egg whites vs. 1 whole egg. (I/G, ET: Class session)

5. Measure dry and/or liquid ingredients in class. Use colored water to simulate liquids. Use repeatedly a 5-lb bag of flour. Teach measurement in dry/liquid measures. Discover equivalencies; e.g., 3 tsp. = 1 tbsp. (I/G, ET: Class session)

6. Prepare a dish at home from a recipe. Chronicle (via language experience story or journal/essay) the entire process. Include shopping, measuring, any cooking problems, appearance, and family reactions to the dish. Include a self-appraisal by student of the activity. (I, ET: Class session)

7. In class, measure ingredients for a no-cook recipe: punch, no-bake peanut butter fudge, instant pudding. Use a two-cup measuring cup. Measure peanut butter or margarine by the water replacement method. (G, ET: 30 min.)

## RESOURCES

| | |
|---|---|
| Curriculum Associates. | 1) Words for Living series<br>2) Foods That Are Good To Eat (ESL)<br>3) Life Skills Inventory |
| Glencoe Company. | Fast Track Science, Biology Bk. 2, Reading Level 3-4 |
| Globe Fearon. | Food and Nutrition Program<br>Planning Health Meals |
| South-Western. | Math Competencies for Everyday Living |
| Steck-Vaughn Company. | 1) Life Skills for Today's World series<br>a) Personal Health<br>b) Your Own Home, Reading Level 3-4<br>2) Decisions for Health, Bks. 1 & 2, Reading Level 3-4 |

### Videotapes

| | |
|---|---|
| Meridian Education Corporation. | The New Nutrition Pyramid |
| NIMCO. | 1) Weight Management $39.95<br>2) An Intro to Healthy Living $79.95<br>3) Eating Healthy: Controlling Fat, Sodium & Cholesterol $89.95 |

**COMPETENCIES 6.01, 6.06, 6.07**

**RESOURCES (Continued)**

**Software**

| | |
|---|---|
| Ky-SETTC<br>University of Kentucky. | Quick-N-EZ-Recipes $3 |

**ADDITIONAL RESOURCES**

**ADDITIONAL LEARNING ACTIVITIES**

# Duty Area: HOME MANAGEMENT

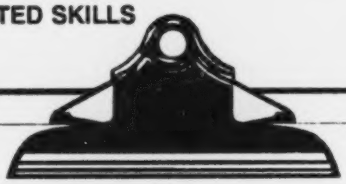
KCBAE Level III

Advanced Level

**COMPETENCIES:**

6.01 Demonstrate knowledge of good nutritional practices
6.02 Demonstrate knowledge of clothing care and laundry techniques
6.03 Demonstrate knowledge of home maintenance
6.05 Demonstrate knowledge of local ordinances for neighborhood safety
6.06 Demonstrate knowledge of safe storage and handling for foods, medicines, chemicals, and household goods

## RELATED SKILLS



* Mathematics 3.04, 3.14
* Science 1.04, 1.04
* Health/Wellness 2.09, 2.11, 2.12

Technology/Tools

* Consumer Economics 5.03, 5.05

Home Management
Family Relationships

* Interpersonal/Social 8.02, 8.04
* Self-Management 9.03, 9.04
* Employability 10.05
* Communication 11.04, 11.11
* Thinking 12.02, 12.03, 12.08

Social Sciences
Govt./Citizenship
Cultural Diversity

* Community Resources 16.01

## PREREQUISITES

Home Management Levels I and II

## PROGRESS BENCHMARKS

1. Identify home maintenance needs and develop a schedule of maintenance tasks
2. Develop guidelines for neighborhood safety
3. Plan menus that provide nutritional needs for yourself and your family
4. Demonstrate knowledge of clothing selection
5. Plan for home energy conservation
6. Recognize safe practices for handling and storing household chemicals

## TERMINOLOGY

Terms that students should know or learn as part of this lesson.

Maintenance
Basic food groups
Nutritive
Neighborhood watch
Household chemicals
Inspection
Protein
Utility
Syrup of ipecac
Estimates
Fat percentage
Energy conservation
Demonstration
Calories
Dietary fiber
Kilowatts
Precautions

## REFLECTIONS

How well we conduct our daily life (work and leisure) depends a great deal on personal and home care management. Selecting safe, attractive homes and neighborhoods, choosing nutritious food, making wise decisions for clothing purchases and care, and developing an awareness of resource conservation provide the comfortable environment needed to live efficiently and effectively.

COMPETENCIES 6.01, 6.02, 6.03, 6.05, 6.06

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SAMPLE LEARNING ACTIVITIES

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PB 1 (6.03) (CR 2.11, 3.14, 9.03, 9.04)
Benchmark Task: Identify home maintenance needs and develop a schedule of maintenance tasks.

(Basic content areas: Planning and setting priorities, identifying home maintenance needs, obtaining estimates, budgeting and scheduling routine maintenance)

1. Conduct an inspection of your home and make a list of repairs needed. Make another list of maintenance tasks (i.e., cleaning closets, using drain cleaners) and how often you need to do these tasks. (I, ET: 1 hr.)
2. Using the phone book or other information source, identify persons or companies who perform the repair services on your home inventory in Activity 1. Contact one or more of these services and obtain price quotes on the needed services. Develop a cost estimate for completing these repairs. (I, ET: Varies)
3. Using the list of maintenance tasks from Activity 1, develop a schedule of routine maintenance tasks for 6 months. (I, ET: 20 min.)
4. Based on your home inspection and maintenance task schedule, identify persons in your family responsible for overseeing or carrying out each of the tasks. (I, ET: 10 min.)
5. Do, "Who I Help & Who Helps Me," from PACE Parent Time Guide. (I, ET: 1 hr.)
6. Based on your estimates of home maintenance cost for one year and information collected on your utility costs, replacement of home furnishings, mortgage payments or rent, and other costs of maintaining a home, estimate your total housing costs for the year. Calculate the percentage of family income housing represents. (I, ET: 25 min.)

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PB 2 (6.05) (CR 2.11, 2.12, 8.02, 8.04, 9.08, 11.04)
Benchmark Task: Develop guidelines for neighborhood safety.

(Basic content areas: Local laws and ordinances, neighborhood safety programs, crime prevention, neighborhood watch and safe places for child protection)

1. Invite a law enforcement officer to talk to the class about preventing neighborhood and community crime--the role of the police and the role of concerned citizens. (G, ET: 1 hr.)
2. Identify as many volunteer organizations as possible in your community whose function relates to neighborhood safety or community improvement; i.e., neighborhood watch groups for child safety, drug abuse prevention and counseling, or other similar groups. Obtain the names and contact numbers for these groups. Make contacts by phone, personally, or in writing to secure more information about the purposes of these groups and how they function. (I, ET: Varies)

PB 2 (Continued)

3. Make a chart of the information in Activity #2 above, for easy reference. (I/G, ET: 30 min.- 1 hr.)

4. Attend a meeting of one of the groups identified in Activity 2. Write a summary of your impressions of the effectiveness of the group in promoting neighborhood safety. (G, ET: Varies)

5. Brainstorm with another classmate and make a list of safety precautions to be observed by children and a list of precautions for adults to help prevent becoming crime victims. (I, ET: 20 min.)

6. Using the Board Game Kit included as Attachment A, work with a small group to make and play a board game on neighborhood safety. (G, ET: 1 hr.)

PB 3 (6.01) (CR 2.09, 3.04, 5.05, 9.01, 11.11, 12.02, 12.08)
Benchmark Task: Plan menus that provide nutritional needs for yourself and your family.

(Basic content areas: Calculating calories and fat percentages of foods, evaluating nutritive values of foods, selecting foods from basic food groups)

1. Use Attachment B to select a protein food and a recipe. Complete the information on the attachment. (I, ET: 20 min.)

2. Plan a daily menu that has a daily calorie level of 1800 calories with no more than 50% of the calories from fat. Use Attachment C as a guide in calculation of fat percentages. Use calorie charts to determine total calories. (I, ET: 30 min.)

3. Using the chart in Attachment D "5 a day--for Better Health!" select 3 vegetables that would have the lowest levels of fat and sodium and the highest level of calcium and dietary fiber. What vegetable is highest in Vitamin A? Vitamin C? (I, ET: 15 min.)

4. Identify foods included in each of the basic food groups. Determine the number of servings needed daily in each food group. Explain "nutrient density." Plan menus for one day using the basic food groups. (I/G, ET: 1 hr.)

5. Plan a menu for yourself or your family for one week. Make a grocery list of required items. Comparison shop in two local groceries and calculate the total cost of the items from each store. (I, ET: 2 hrs.)

PB 4 (6.02) (CR 2.12, 8.04, 9.12, 10.05, 11.04, 12.03)
Benchmark Task: Demonstrate knowledge of clothing selection, purchase, and care.

(Basic content areas: Clothing selection and repair, color coordination, coordination of wardrobe items, presenting a demonstration)

**COMPETENCIES 6.01, 6.02, 6.03, 6.05, 6.06**

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**SAMPLE LEARNING ACTIVITIES**

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PB 4 (Continued)

1. Locate, clip, and mount illustrations reflecting the statement: Clothes communicate one's self image. Write a paragraph explaining how the illustrations reflect the statement. (I, ET: 1 hr.)

2. Work with a partner and make a list of ways to expand a wardrobe. Read references on coordinating a wardrobe and clothing and accessories. Summarize in writing what you have learned. (G, ET: 25 min.)

3. In a small group or with the total class, discuss the following questions: Why is appearance important for a job interview? Give an example of the kind of clothes that would not be recommended for an interview. Give an example of the kind of clothes that are appropriate for job success. (G, ET: 20 min.)

4. Have students "shop around" for a work wardrobe. What is the minimum cost of a new wardrobe? Maximum cost? What is the difference in dollars? What is the percent saved? (I, ET: Varies)

5. Work in a small group of 2 to 3 students. Select a clothing repair project. Plan and present a repair demonstration using Attachment E, "Repair Demonstration," guidelines. (G, ET: 1 hr. 30 min.)

6. Working with a group of 3 to 5 students, prepare a clothing newsletter. Include subtopics such as the effect of clothing on appearance and comfort, coordinating a wardrobe, color and the individual, planning a clothing budget, laundry and clothing care, selection of clothes and accessories, and current fashion trends. Use Attachment F as a guide. (G, ET: 3 hrs.)

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PB 5 (6.03) (CR 1.01, 1.04, 3.14, 5.03, 9.08)
Benchmark Task: Plan for home energy conservation.

(Basic content areas: Energy conservation measures, environmental and civic responsibilities, resource savings from conservation)

1. Find a magazine article on energy conservation in the home. Read the article and write a paragraph summarizing what you learned from the article. (I, ET: 1 hr.)

2. Visit your local utility company office and obtain copies of pamphlets on energy conservation. (I, ET: Varies)

3. Work in a group to identify energy efficient features of clothes dryers, irons, washing machines, and refrigerators. Locate information on the energy information tag on major appliances. (G, ET: 40 min.)

**COMPETENCIES 6.01, 6.02, 6.03, 6.05, 6.06**

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**SAMPLE LEARNING ACTIVITIES**

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PB 5 (Continued)

4. Describe 5 potential benefits for families and for the environment when energy conservation is practiced in the home. Give examples of practices which lead to the benefits. (I, ET: 25 min.)

5. Select one energy conservation measure for your home. Practice this measure for one month. Keep a journal with weekly entries recording your impression of how the conservation is working. (I, ET: 2 hrs.)

6. Work in a small group. Assume that your community is experiencing a power shortage. Everyone is allowed only a limited number of kilowatts per day. Your group has been authorized as the "Watt Watchers." You must teach other citizens in your community how to conserve energy. Begin by having one group member write a conservation guideline and pass it to the next member. As the list goes around the group, each person adds a way to save energy. After the list has circulated, the group discusses the list, refines the list, and plan a campaign to communicate these ideas in the community. (G, ET: 1 hr.)

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PB 6 (6.07) (CR 1.04, 4.02, 8.02, 9.01, 9.04, 9.11, 11.12, 16.01)
Benchmark Task: Recognize safe practices for handling and storing household chemicals and emergency procedures for accidents with chemicals.

(Basic content areas: Product safety and storage, emergency procedures for cleaning agent and pesticide poisonings)

1. Reflect on and share "horror" stores from students' experiences regarding dangerous cleaning agents and pesticides. Write a language experience story or journal entry on the "horror" story. (I/G, ET: 1 hr.)

2. Organize a "product safety kit" of empty containers. Study labels together; e.g., read headings, categories, poisonous ingredients, safe product storage. Insist that the students defend their decisions about where a product should be stored. (I/G, ET: 1-2 class sessions)

3. Arrange for a speaker on the subject of home product care and safety. Call the local poison control office, the health department, or the extension office for speakers. (G, ET: Class session)

4. With 2 or 3 classmates, conduct a problem-solving session for the following problems:

   *Baby eats 6 aspirins
   *Baby drinks Clorox
   *Baby drinks milk from a dirty bottle
   *Adult accidentally takes an overdose of daily medicine
   *Grandmother cannot remember if she has taken medications
   *Toddler likes to play with pots and pans under the kitchen sink, but poisons are stored there

**COMPETENCIES 6.01, 6.02, 6.03, 6.05, 6.06**

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## SAMPLE LEARNING ACTIVITIES

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PB 6 (Continued)

Have students contact the Red Cross or other group to get the Poison Control Center's phone number. Instruct students to keep this number posted at home and at school. (G, ET: 45 min.)

5. Discuss the use of syrup of ipecac and the reason many pediatricians advise always having this solution in your medicine cabinet with small children in the home. Discuss the appropriate lengths of time to keep prescription medicines. Discuss proper storage places for medicines; e.g., not in the bathroom due to heat and moisture but in a cool, dry place; not under the kitchen sink if you have children or pets; not in areas where they will be subject to severe temperature changes periodically. Consider making a first-aid book specific to the students family/needs. (I/G, ET: Class session)

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## RESOURCES

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| | |
|---|---|
| American Heart Association. | Cholesterol and Your Heart |
| American Red Cross. | First Aid and Safety at Home<br>Community First Aid and Safety (textbook and course) |
| Crisp Publications. | First Aid Essentials, The National Safety Council |
| Curriculum Associates. | Words for Living series<br>Foods That are Good to Eat (ESL) |
| Department for Adult Education & Literacy. | PACE Curriculum/PACE Parent Time Guide |
| Glencoe. | Creative Living (Text) |
| Glencoe/McGraw Hill. | Family Health |
| Globe Fearon. | Food and Nutrition Program<br>Planning Health Meals |
| Goodheart-Wilcox Co., Inc. | 1) Guide to Good Food<br>2) Skills for Everyday Living (Text) |
| National Dairy Council. | 1) Comparison Cards<br>2) Comparison Cards Leader Guide |

## COMPETENCIES 6.01, 6.02, 6.03, 6.05, 6.07

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## RESOURCES (Continued)

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| | |
|---|---|
| | 3) Food Models<br>4) Food Choice Inventory<br>5) You, A Guide to Good Food, Exercise, and Nutrition |
| New Readers Press. | Eating Right, For Your Information Series<br>You Can Give First Aid |
| Steck-Vaughn Company. | Life Skills for Today's World series<br>Personal Health |
| United States Department of Agriculture. | Dietary Guides for Americans |

**Videotapes**

| | |
|---|---|
| Franklin Clay Films. | Longer Care Means Longer Wear |
| Meridian Education Corporation. | The New Nutrition Pyramid |
| NIMCO. | Eating Healthy: Controlling Fat, Sodium & Cholesterol $89.95 |

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## ADDITIONAL RESOURCES

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**COMPETENCIES 6.01, 6.02, 6.03, 6.05, 6.07**

**ADDITIONAL LEARNING ACTIVITIES**

UNIT: Clothing Management

## BOARD GAME KIT

Directions: Complete the game board developing questions which relate to your group's assigned topic. Use your notes and/or your textbook for information. Follow these guidelines.

1. The following items are needed for this project: coins or other tokens (for players), dice or a spin board or numbered squares of paper (to determine number of spaces players advance each turn), game board (included), and a game card sheet (included).

2. Cut game cards apart. Write questions on the game cards and the answers upside down on the bottom of each one.

3. Fill in the board with correct and incorrect procedures. Write the correct procedures on SKIP A SPACE BECAUSE . . . . and FREE TURN. Write the incorrect procedures on GO BACK 2 SPACES BECAUSE . . . ., and LOSE A TURN BECAUSE . . . . (Example: Lose a turn because you didn't keep your property well lighted.)

4. Be sure all of your information is accurate.

5. Every member of your group should know the answer to every question.

6. Select important facts, not just trivia, for your questions.

7. When you finish, practice playing your board game, checking it for accuracy.

## GAME BOARD CARDS

| | | |
|---|---|---|
| GAME CARD | GAME CARD | GAME CARD |
| GAME CARD | GAME CARD | GAME CARD |
| GAME CARD | GAME CARD | GAME CARD |

UNIT: Clothing Management

## GAME BOARD

DIRECTIONS:

1. Use coins for markers.

2. Roll dice or spin to determine order of play.

3. Roll dice or spin to advance around the board.

4. Draw a card and ask a team member to read the question to you when you land on a striped block. DO NOT LOOK AT THE CARD.- If your answer is correct, advance to nearest free space. Go back one space for incorrect answers. Return your card to the bottom of the stack.

5. The first person to get to the finish line wins!!!!

START

Lose A Turn Because.....

Free Turn Because......

Lose A Turn Because......

Free Space

Skip A Space Because......

Free Space

Go Back 2 Spaces Because.......

Skip A Space Because......

GO BACK TO START BECAUSE ......

FREE SPACE

Go Back 2 Spaces Because......

Skip A Space Because......

Free Turn Because.....

FINISH

400

401

BEST COPY AVAILABLE

PB2/ACTIVITY 6
ATTACHMENT A
HOME MANAGEMENT
ADVANCED LEVEL
PAGE 3 OF 3

UNIT: Foods

## PROTEIN CHOICE

Directions: Complete the information below. Then complete a time/task schedule for this recipe. Be sure to check with your teacher for approval on:

--recipe choice
--amount to prepare
--time allowed for preparation
--time/date for preparation

Name(s)__________________________________________Group #______

Name of Protein Food __________________________________________

Method of Cooking ___________________________________________

Name of Recipe ______________________________________________

(Attach a copy of the recipe to this page or write the recipe in the space below.)

PB 3/ACTIVITY 2
ATTACHMENT C
HOME MANAGEMENT
ADVANCED LEVEL

# THE GOOD FOOD GUIDE

## THESE FACTS ON FAT!

Fat is important in the diet, but too much fat is harmful and may lead to obesity, heart disease, and cancer. Most people eat too much fat. Foods that are high in fat include fried foods, fast foods and lunch meats.

Cutting back on "fat grams" is one way to track and cut calories that come from fat. A diet with 25-30% of its total calories from fat is a "healthy amount."

## RECOMMENDED FAT INTAKE

| Daily Calorie Level | 25% of Calories from Fat | 30% of Calories from Fat |
|---|---|---|
| 1,200 | 33g | 40g |
| 1,500 | 42g | 50g |
| 1,800 | 50g | 60g |
| 2,000 | 55g | 67g |
| 2,500 | 69g | 83g |

## Examples of Fat

1 tsp. margarine = 5g FAT

1 Big Mac = 32g FAT

### Reading Labels

Here is how to find the % of calories from fat for a food.

1. Find grams of fat from label. 10 grams
2. Multiply grams of fat x 9 to find fat calories. (fat has 9 calories per gram)
3. Find percent fat by dividing fat calories into total calories. 90/130 = 69% fat

**Bun-Size Turkey Franks**

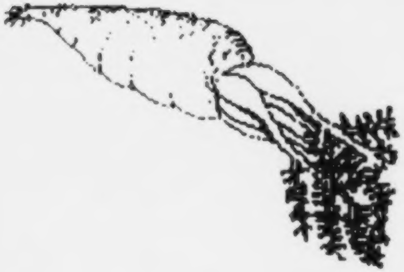
(1 frank - 2 oz.)

Calories. . . . 130
Protein . . . . 7g
Carbohydrate. . 1g
FAT . . . . . . 10g

## GOLDEN RULE

Low Fat Food ........................................................less than 25% calories from fat
Medium Fat Foods........................................................25-50% calories from fat
High Fat Foods........................................................greater than 50% from fat

# 5 a day--for Better Health!



| VEGETABLES | Serving Size (Ounce) | Calories (Kcal) | Protein (g) | Carbohydrate (g) | Fat (g) | Sodium (mg) | Dietary Fiber (g) | Vitamin A | Vitamin C Ascorbic Acid | Calcium | Iron |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Asparagus | 3.5 | 18 | 2 | 2 | 0 | 0 | 2 | 10 | 10 | * | * |
| Bell Pepper | 5.5 | 25 | 1 | 5 | 1 | 0 | 2 | 2 | 130 | * | * |
| Broccoli | 5.5 | 40 | 5 | 4 | 1 | 75 | 5 | 10 | 240 | 6 | 4 |
| Cabbage | 3 | 18 | 1 | 3 | 0 | 30 | 2 | * | 70 | 4 | * |
| Carrot | 3 | 40 | 1 | 8 | 1 | 40 | 1 | 330 | 8 | 2 | * |
| Cauliflower | 3 | 18 | 2 | 3 | 0 | 45 | 2 | * | 110 | 2 | 2 |
| Celery | 4 | 20 | 1 | 4 | 0 | 140 | 2 | * | 15 | 4 | * |
| Cucumber | 3.5 | 18 | 1 | 3 | 0 | 0 | 0 | 4 | 6 | 2 | 2 |
| Green Bean | 3 | 14 | 1 | 2 | 0 | 0 | 3 | 2 | 8 | 4 | * |
| Green Onion | 1 | 7 | 0 | 1 | 0 | 0 | 0 | 3 | 20 | * | 6 |
| Iceberg Lettuce | 3 | 20 | 1 | 4 | 0 | 10 | 1 | 2 | 4 | * | * |
| Leaf Lettuce | 3 | 12 | 1 | 1 | 0 | 40 | 1 | 20 | 4 | 4 | * |
| Mushrooms | 3 | 25 | 3 | 3 | 0 | 0 | 0 | * | 2 | * | * |
| Onion | 5.5 | 60 | 1 | 14 | 0 | 10 | 3 | * | 20 | 4 | * |
| Potato | 5.5 | 110 | 3 | 23 | 0 | 10 | 3 | * | 50 | * | 8 |
| Radishes | 3 | 20 | 0 | 3 | 0 | 35 | 0 | * | 30 | * | * |
| Summer Squash | 3.5 | 20 | 1 | 3 | 0 | 0 | 1 | 4 | 25 | 2 | 2 |
| Sweet Corn | 3 | 75 | 3 | 17 | 1 | 15 | 1 | 5 | 10 | * | 3 |
| Sweet Potato | 4.5 | 140 | 2 | 32 | 0 | 15 | 3 | 520 | 50 | 3 | 4 |
| Tomato | 5.5 | 35 | 1 | 6 | 1 | 10 | 1 | 20 | 40 | * | 2 |

PB 3/ACTIVITY 3
ATTACHMENT D
HOME MANAGEMENT
ADVANCED LEVEL

BEST COPY AVAILABLE

UNIT: Clothing Management

## REPAIR DEMONSTRATIONS

Directions: Select a repair project for your group and plan a step-by-step demonstration, using every member of your group. Use Supplement A, "Steps To Repairs" for this activity as your reference. You will be evaluated on accuracy and completeness of information. Follow the guidelines below.

1. List basic steps on posters or similar visuals. (Use Supplement B, "Three Ways to Patch a Tear" as a reference.)
2. Simplify your wording into clear and concise steps.
3. List all needed equipment and supplies.
4. Show, label, and explain each step of the repair using the prepared visuals and the garment.
5. Do not attempt to completely repair the garment while being videotaped. Prepare several samples showing the garment at varying stages.
6. Conclude the demonstration by showing garment completely repaired and briefly reviewing the procedure.

UNIT: Clothing Management

## STEPS TO REPAIRS

Directions: Use Creative Living, p. 593 and pp. 579, 581, 583-584. Identify how to repair clothing in clear and simple steps.

I. Replacing Fasteners

A. Hooks and Eyes

Step 1. ____________________

Step 2. ____________________

B. Buttons

Step 1. ____________________

Step 2. ____________________

C. Snaps

Step 1. ____________________

Step 2. ____________________

II. Restitching Broken Seams

A. By Hand

Step 1. ____________________

Step 2. ____________________

B. By Machine

Step 1. ____________________

Step 2. ____________________

(continued)

**UNIT:** **Clothing Management**

III. Changing A Hemline

Step 1. ______________________

Step 2. ______________________

Step 3. ______________________

Step 4. ______________________

IV. Mending a Snag

Step 1. ______________________

Step 2. ______________________

V. Patching A Tear

A. Using Iron on Patch

Step 1. ______________________

Step 2. ______________________

Step 3. ______________________

B. Using Purchased Applique

Step 1. ______________________

Step 2. ______________________

Step 3. ______________________

C. Using Fabric Patch

Step 1. ______________________

Step 2. ______________________

Step 3. ______________________

UNIT: Clothing Management

# THREE WAYS TO PATCH A TEAR

## PURCHASED IRON ON PATCHING

1. TURN GARMENT WRONG SIDE OUT.
2. PRESS TORN THREADS CLOSELY TOGETHER.
3. PLACE IRON ON PATCH OVER TEAR ADHESIVE SIDE DOWN.
4. APPLY HEAT FROM IRON TO PATCH AS DIRECTED ON PATCH INSTRUCTIONS.

## FABRIC PATCHING

1. SELECT EITHER MATCHING OR DECORATIVE FABRIC FOR PATCH.
2. MEASURE AND CUT PATCH ONE INCH LARGER THAN THE TEAR.
3. PLACE PATCH OVER TEAR.
4. FINGER PRESS AND PIN ALL FOUR EDGES UNDER EVENLY.
5. HAND STITCH ALL FOUR SIDES USING TINY INVISIBLE STITCHES.
6. MACHINE STITCH AROUND PATCH (IF ACCESSIBLE BY THE MACHINE) FOR A DECORATIVE LOOK.

## APPLIQUE

1. PURCHASE AN APPLIQUE OR CUT A DESIGN FROM FIRMLY WOVEN FABRIC.
2. ~~CUT~~ FUSIBLE WEBBING SLIGHTLY SMALLER THAN THE APPLIQUE.
3. PLACE FUSIBLE WEBBING BETWEEN FABRIC AND APPLIQUE COVERING TEAR.
4. APPLY HEAT USING IRON.
5. FOLLOW DIRECTIONS ACCOMPANYING FUSIBLE WEBBING.

UNIT: Clothing Management

## NEWSLETTER GUIDELINES

Directions: Each member of the group should select a subtopic relating to the group topic on a current clothing issue. Research the topic thoroughly using as many different resources as possible. Every subtopic should be written as a news article and printed in the newsletter. Follow closely these guidelines.

Use the newsline provided as Supplement A to this activity.

1. Each group member should research a different aspect of the issue and/or from a different source.
2. The newsletter should include news stories relating to the following:
    a. interview with resource panel member
    b. survey of students' and adults' opinions on the issue
    c. editorial view of the issue
    d. headline news summary of the issue
3. Current clothing magazines, major newspapers, and home economics textbooks are good sources. You may need to look under more than one title to find information.
4. The news article will be evaluated for completeness of content.

PB4/ACTIVITY 6
ATTACHMENT F
SUPPLEMENT A
HOME MANAGEMENT
ADVANCED LEVEL

UNIT: Clothing Management

# CLOTHING ISSUES IN THE NEWS

# Duty Area: INTERPERSONAL & SOCIAL SKILLS

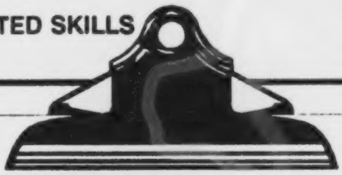
KCBAE Level I

Beginning Level

**COMPETENCIES:**

8.01 Demonstrate ability to initiate and carry on a conversation
8.02 Demonstrate problem solving skills
8.03 Demonstrate appropriate behavior in social situations
8.04 Demonstrate teamwork skills for effective group work

## RELATED SKILLS



Mathematics
* Science 1.07
* Health/Wellness 2.02
Technology/Tools
Consumer Economics
Home Management
Family Relationships
* Interpersonal/Social 8.01, 8.03
* Self-Management 9.01, 9.08
Employability
* Communication 11.01, 11.02
* Thinking 12.02, 12.03, 12.04
Social Sciences
Govt./Citizenship
* Cultural Diversity 15.02, 15.03
* Community Resources 16.01

## PREREQUISITES

Beginning reading and writing skills

## PROGRESS BENCHMARKS

1. Converse with a variety of people
2. Interact with others and interpret feedback
3. Obtain information from other persons
4. Resolve conflicts and evaluate solutions
5. Recognize appropriate and inappropriate social behavior
6. Apply the problem solving process

## TERMINOLOGY

Terms that students should know or learn as part of this lesson.

Verbal
Compliment
Culture
Nonverbal
Consequences
Pro
Appropriate
Conflict
Con
Inappropriate
Objectivity
Underlying

## REFLECTIONS

A better understanding of yourself and others promotes positive relationships with others. Interpersonal and social skills are important in our daily lives--both at work and in our community. Completion of competencies in this section of the curriculum will help you interact with others in a positive manner and be comfortable in social situations and group activities.

**COMPETENCIES 8.01, 8.02, 8.03, 8.04**

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## SAMPLE LEARNING ACTIVITIES

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PB 1 (8.01, 8.03) (CR 9.01, 9.11, 9.12, 11.01, 11.02, 11.05, 11.10, 15.02)
Benchmark Task: Introduce yourself to one new person each week, and talk with the person for a few minutes. Keep a log of what you observe and learn during the conversation.

(Basic content areas: Verbal and nonverbal messages, networking and expansion of circle of acquaintances, social conversation techniques, listening skills, consideration of others' feelings and ideas, discernment between fact and opinion)

1. Observe people in stores, church, waiting rooms and other public places. Note how they start conversations with each other. (I, ET: Ongoing)

2. List topics that would be appropriate to talk about with strangers or casual acquaintances. List topics that would be inappropriate. Discuss. (G, ET: 15 min.)

3. Using the list of subjects generated in the previous activity, hold small group discussions. (G, ET: 15 min.)

4. Using appropriate segments videotaped from a soap opera or other television show (one showing good verbal and nonverbal communication skills and one showing poor skills) analyze the characteristics of a good conversation. (I/G, ET: 15 min.)

5. List five people with whom you could have started conversations recently. Write an opening statement you could have made to each of them and an appropriate topic you could have talked about with them. (I, ET: 15 min.)

6. Start a casual conversation with a stranger while waiting in line at the supermarket or some other appropriate occasion. Observe the person's reaction. Observe your own feelings. Write a short essay describing your experience. (I, ET: 30 min.)

7. Read portions of a script for a play. Discuss the dialogue between characters. Do they converse appropriately for the situation in which they find themselves? Does the dialogue sound like real conversation between real people? If so, why? If not, why? What conversational patterns or characteristics does each character portray? (I/G, ET: 40 min.)

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PB 2 (8.01, 8.03, 9.11, 9.12, 11.02, 11.03, 15.02)
Benchmark Task: With a classmate as a partner, over a four-week period, observe and report examples of actions that demonstrate the following interpersonal social skills:

Giving and receiving compliments
Asking questions to get information
Giving and receiving positive criticism
Interpreting feedback and reacting appropriately
Expressing empathy and willingness to help
Showing tolerance for another person's mistake or difference of opinion

**COMPETENCIES 8.01, 8.02, 8.03, 8.04**

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**SAMPLE LEARNING ACTIVITIES**

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**PB 2 (Continued)**

(Basic content areas: Developing social skills, securing information, learning about positive criticism, giving and receiving feedback, showing concern for others and others' viewpoints, respecting differences of opinion)

1. In groups of four or five, have each member of the group take turns paying each of the other group members a compliment. Discuss your reactions. (G, ET: 20 min.)
2. Before the next class, pay three different people an unexpected compliment. Record their reactions. As a class, compare responses. Determine the most appropriate way to respond to a compliment. (I & G, ET: 20 min.)
3. Take notes while interviewing a classmate for information about a predetermined topic such as his or her background, hobbies, or family. Use the notes to write a short biography of your interview subject. (I, ET: 40 min.)
4. Using the following scenarios or others you make up, discuss appropriate and inappropriate reactions to each of the situations described. Role play possible reactions and discuss the consequences.
    (a) Character A is lost. He/She stops at a service station to ask directions. The mechanic on duty is busy serving another customer when Character A arrives.
    (b) Character A has just bought a new sweater. It looks awful on him/her. Character A asks Character B what he/she thinks of it.
    (c) Character A is rushing through the grocery store buying items for supper. Character B accidentally knocks several boxes off a shelf just in front of Character A.
    (d) Both Characters A and B are visiting Character C. Characters A and B have never met before. Character A believes very strongly that the government should control and manage a national health care policy. Character B feels equally strongly that the government shouldn't be involved at all. (G, ET: 45 min.)
5. Watch a videotape of a television talk show depicting at least two people in conflict. Discuss examples of appropriate and inappropriate social behavior. Were there any examples of positive and negative criticism, feedback, empathy or intolerance? How did the participants react? How could they have reacted differently? (G, ET: 50 min.)

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PB 3 (8.01, 8.03) (CR 2.02, 9.01, 9.02, 9.06, 11.02, 11.03, 11.04, 11.10, 11.11, 12.03, 16.01)
Benchmark Task: For a week, keep a log of questions asked to get information about services in the community. Show the source and the response received.

(Basic content areas: Developing questions, locating sources of information, understanding the importance of types of health services and health care systems, accessing health services)

**COMPETENCIES 8.01, 8.02, 8.03, 8.04**

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**SAMPLE LEARNING ACTIVITIES**

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**PB 3 (Continued)**

1. List all the types of health care services a person might need from birth to death. Ask others, visit the library and/or use brainstorming techniques to make as complete a list as possible. As an extension to this activity, have students compile a list of all community services in their area and create a resource guide for the class. (I/G, ET: Varies)
2. Using the list generated in Activity #1, list the type of health care facility (hospital, private doctor, home care) which would provide such a service. (The teacher may choose another type of service for this activity.) (I, ET: 15 min.)
3. Using the yellow pages of your local telephone book, write a list of potential service providers in your area. (I, ET: 20 min.)
4. Use the words "who, what, when and where" to help generate appropriate questions to ask about services in your community. (I, ET: 20 min.)
5. Invite a member of the service community (health care professional, social worker, counselor) to speak to the class about some of the services available to the public in your area. Be prepared with questions you might want answered. (G, ET: 1 hr.)

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**PB 4 (8.02, 8.03, 8.04) (CR 9.11, 9.12, 9.13, 11.01, 11.05, 11.10, 12.06, 12.08, 15.02)**
Benchmark Task: Working with two or three other classmates, role play an argument with one person acting as a mediator to resolve the conflict. Discuss alternate solutions. Write your assessment of the effectiveness of the conflict resolution.

(Basic content areas: Ways to resolve conflicts, respect for others' opinions, focus on behaviors without personalizing the conflict or disagreement, the mediation role, win-win situations, compromising without sacrificing personal values)

1. Working in pairs, ask your partner to talk for a minute or two about a predetermined topic. The topic should be one that describes an emotion or reveals an opinion. Listen carefully. When your partner's time is up, tell your partner in your own words what you have just heard him or her say. Stick strictly to what your partner said. Do not offer your own opinions or add anything to what he or she told you. When you have finished, ask your partner if you were accurate. When he or she agrees that you understood accurately, exchange roles and repeat the exercise. (G, ET: 20 min.)
2. List negative or unproductive ways people may react when faced with an interpersonal conflict (such as: changing the subject, using physical violence or sarcasm, making fun of the other person's feelings or thoughts, blaming others, lying to avoid blame, exhibiting withdrawal, silence, or shouting). Next to each item, write the positive or productive way people could react in conflict situations. (G, ET: 20 min.)
3. Select an item from a newspaper advice column (Such as: Dear Abby or Ann Landers) which involves conflict between two or more individuals. Write a response. (I, ET: 30 min.)

**COMPETENCIES 8.01, 8.02, 8.03, 8.04**

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**SAMPLE LEARNING ACTIVITIES**

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**PB 4 (Continued)**

4. Watch a segment of a talk show that demonstrates conflict between two or more individuals. Determine the real problem at the heart of the conflict. Discuss objectively what the basic facts are. What methods are the individuals involved using in their attempts to resolve the conflict? What elements are preventing them from communicating effectively? Watch for clues of feelings shown through the use of body language. (G, ET: 30 min.-1 hr.)

5. Identify common sources of conflict between adults (e.g., sharing of household chores, disagreeing on how to spend family income, arguing over time spent with friends, or finding work). Write the following possible productive and unproductive ways of handling conflict on slips of paper: blaming others, bullying, using sarcasm or silence, refusing to listen to the other person's side, bringing up past issues, making physical threats, downplaying, withdrawing affection, listening, compromising, empathizing, understanding, defining problems, giving positive feedback and any others. (This is by no means a complete list.) Divide into pairs and have each member of the pair pick out a paper and reflect the attitude written in the paper while role playing the conflict situations identified earlier. Following each role play, discuss as a group, what the consequences of the reactions were and how the situation might have been handled to the best advantage. (G, ET: 1 hr.)

6. Recall a conflict situation you have recently witnessed or one in which you have been involved. Write a short description of the situation. Follow the steps below to select an alternative solution to your conflict.

   (a) Identify the problem.
   (b) Brainstorm possible solutions. (It doesn't matter how far-fetched or ridiculous the suggestions are at this time. Write down every possible solution that pops into your mind.
   (d) Choose a solution.

   Share your findings with other individuals or with the group only if you wish or if you feel you would like to have them contribute possible solutions. (I/G, ET: 40 min.)

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**PB 5 (8.03) (CR 9.11, 9.14, 11.01, 12.05, 15.03, 15.04)**
Benchmark Task: For two weeks, keep a log of observations of the people around you and list appropriate and inappropriate behaviors in social situations. Explain why you believe the behavior was appropriate or inappropriate.

(Basic content areas: Interaction with others, social behavior, respect and sensitivity to others' feelings and values, cultural and community mores, stereotyped and discriminatory behaviors )

1. Watch ten minutes of a videotape showing people interacting. Make a note of each person's behavior. Be objective. Do not let your personal reactions interfere with recording the facts. Compare notes with a partner or with the class. Discuss the appropriateness or inappropriateness of each person's behavior. (I & G, ET: 30 min.)

**COMPETENCIES 8.01, 8.02, 8.03, 8.04**

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**SAMPLE LEARNING ACTIVITIES**

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PB 5 (Continued)

2. Read aloud about social customs in other countries and cultures. Report orally to the class how these customs differ from customs in our state or country. (I & G, ET: 1 hr.)

3. Write a sentence describing someone who is a completely different person than you are. Your selections might include: a parent who has lost his or her child; a person who has just been released from jail; a Caucasian, African American, Spanish or other person from a different cultural background than your own, or anyone else you choose as long as the person you describe has no apparent surface similarity to you. Having determined the character you will take on, write a short essay in that character's voice. Write in the first person using the pronoun "I" and tell about your feelings--what you would like to have happen in your life and how you feel about other people. (I, ET: 30 min.)

4. The next time you are in a public place (such as, restaurant, movie, or store) observe examples of inappropriate public behavior. Combine your observations into a group list. Check those behaviors on the list which might be appropriate in some places (at home, for example) but not appropriate in others. Discuss. (I & G, ET: 30 min.)

5. Invite another class or a group of community officials to visit your class for a stand-up "cocktail party style" coffee and social get-together. Plan what you will wear and serve. Plan some subjects you might wish to discuss with them. During the event, circulate and speak with at least three different people who are not members of your class. (G, ET: Varies)

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PB 6 (8.02) (CR 1.07, 9.01, 9.08, 9.12, 9.13, 11.10, 12.02, 12.04, 12.08, 15.01)
Benchmark Task: Identify a social, work or family problem you have experienced during the past six months. State the problem and describe at least three possible solutions. List the pros and cons of each solution and determine the best solution for the situation.

(Basic content areas: Application of problem-solving process, evaluation of possible solutions, decision making, analysis of different viewpoints)

1. Make a chart of the steps to problem solving. Hang the chart up in the classroom and/or at home. (I, ET: 10 min.)

    (1) Identify the problem.
    (2) Gather information.
    (3) List all possible solutions.
    (4) List the pros and cons of each solution and determine the possible consequences of each.
    (5) Select a solution.
    (6) Evaluate the effectiveness of the solution.

2. Watch a portion of a video of a television talk show in which the participants demonstrate difficulties getting along. List the ways in which the participants display their conflict.

**COMPETENCIES 8.01, 8.02, 8.03, 8.04**

## SAMPLE LEARNING ACTIVITIES

PB 6 (Continued)

Determine through group discussion whether there is a deeper, underlying conflict that needs to be considered. (G, ET: 30 min.)

3. Select a problem faced by an individual or group described in an article in your local newspaper. State the problem in a single sentence. Brainstorm solutions. (G, ET: 30 min.)

4. As a class, brainstorm problems that affect your community (Examples: Crime in the schools, health care for the underemployed, lack of funds to repair roads, or shortage of jobs). As a group, brainstorm and record possible solutions. Either as a group or individually list the pros and cons for each solution. Different members of the group might list the pros and cons for different solutions. Write a letter explaining your most usable solutions and their pros and cons to the local newspaper editor or city council. (I & G, ET: 2 hrs.)

5. Interview class members to see who has been affected by any of the above problems directly or indirectly. Make a chart. What percentage of the class has been affected by each? What is the total percent affected? (G, ET: 45 min.)

6. Write a short description of a real or imagined problem just as you would if you were writing to an advice column such as Ann Landers or Dear Abby. Collect, shuffle and hand out one problem to each person in the class making sure they do not get the one they wrote themselves. Write a response to the problem "letter" applying the steps to problem solving listed on the chart above. Combine all the questions and answers into a "newspaper" or "book" format so everyone can share the responses. (I & G, ET: 2 hrs.)

## RESOURCES

| | |
|---|---|
| The Center for Applied Research in Education, Inc. | 1) Stress Management and Self-Esteem Activities<br>2) Relationship and Communication Activities |
| Educational Products Division, Word, Inc. | Saying What You Mean |
| Harper & Row, Publishers. | The Interpersonal Communication Book |
| Harvest House Publishers. | What You Can Say...When You Don't Know What to Say |
| Kendall-Hunt Publishing. | National Issues Forum |

**COMPETENCIES 8.01, 8.02, 8.03, 8.04**

## RESOURCES (Continued)

| | |
|---|---|
| Prentice-Hall Inc. | I Know What's Wrong, But I don't Know What to Do About It |
| Salem House Publishers. | Eye to Eye: How People Interact |
| William Morrow and Company, Inc. | What to Say...How to Say It |
| Workforce Cabinet. | PACE Parent Time Curriculum |

## ADDITIONAL RESOURCES

## ADDITIONAL LEARNING ACTIVITIES

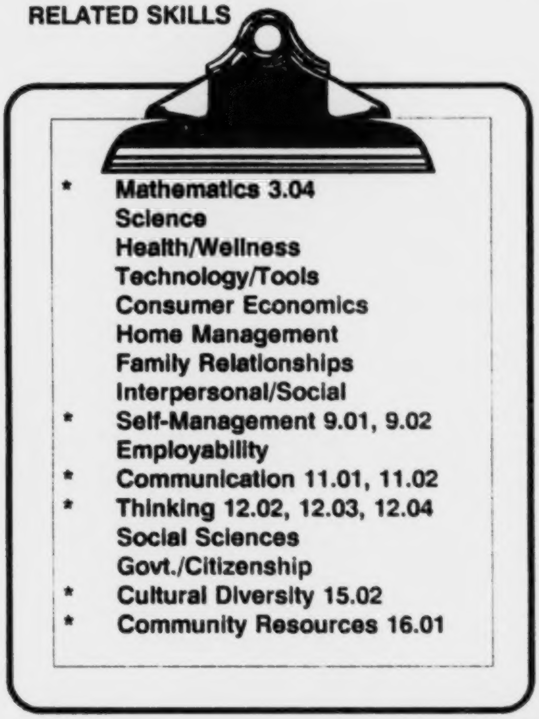
# Duty Area: INTERPERSONAL AND SOCIAL SKILLS KCBAE Level II

Intermediate Level

**COMPETENCIES:**

8.01 Demonstrate ability to initiate and carry on a conversation
8.02 Demonstrate ability to resolve problems
8.03 Demonstrate appropriate behavior in social situations
8.04 Demonstrate ability to work effectively in a group

## RELATED SKILLS



* Mathematics 3.04
Science
Health/Wellness
Technology/Tools
Consumer Economics
Home Management
Family Relationships
Interpersonal/Social
* Self-Management 9.01, 9.02
Employability
* Communication 11.01, 11.02
* Thinking 12.02, 12.03, 12.04
Social Sciences
Govt./Citizenship
* Cultural Diversity 15.02
* Community Resources 16.01

## PREREQUISITES

Intermediate reading and writing skills

## PROGRESS BENCHMARKS

1. Demonstrate negotiation skills and consideration of different viewpoints
2. Identify helping and hindering roles for achieving group tasks
3. Plan a social meal function
4. Observe group interaction and identify group roles
5. Interpret verbal and nonverbal group behaviors
6. Complete a self-analysis of positive and negative interactions with others

## TERMINOLOGY

Terms that students should know or learn as part of this lesson.

Verbal
Secretary
Maitre d'
Hypothesize
Formal
Nonverbal
Chairperson
Facilitate
Interpersonal
Hinder
Negotiate
Treasurer
Interpersonal
Communications
Roberts' Rules of Order
Fact
Taxes
Informal
Barter
Opinion
Hostess
Principle
Tip

## REFLECTIONS

The ability to present a positive image of oneself, to get along with others and to participate comfortably in a variety of social situations is important to almost every aspect of our lives from work to play. Good social skills and an aptitude for positive interpersonal communications are a plus no matter what one's personal goals may be.

**COMPETENCIES 8.01, 8.02, 8.03, 8.04**

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## SAMPLE LEARNING ACTIVITIES

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PB 1 (8.01, 8.02) (CR 9.08, 9.09, 9.11, 9.12, 11.01, 11.02, 11.05, 12.05, 12.04, 12.05, 12.06, 12.08)
Benchmark Task: Demonstrate effective interpersonal/social skills by working with one or more classmates to develop a script and roleplay one of the following situations: negotiation techniques to resolve a problem or communication to challenge policies and procedures.

(Basic content areas: Negotiation skills, change processes, nonverbal communication, listening skills, fact and opinion, emphasis on positive or "can do" elements, consideration for others' viewpoints, communicating ideas, effective group skills)

1. Discuss ways in which actors depict emotions. Watch a taped segment of a movie or television program depicting conflict between two characters. Keep notes of the nonverbal ways in which the actors communicate the personalities, emotions, and thoughts of their characters. (G, ET: 30 min.)

2. Read a short story about characters facing a personal problem. Write a brief description of the problem. List the steps the story characters take in their attempts to overcome the problem. Indicate whether each step moved the characters closer to or further away from solving their problem. List other steps the characters might have taken. (I, ET: 40 min.)

3. Visit a flea market and try to negotiate a better price on an item that you would like to have. In an essay or class discussion describe some of the methods you used. (I, ET: 30 min.)

4. Explain to the class that the type negotiation in Activity 3 is called "barter." Discuss the barter system in this and other countries. What are its uses? Locally? Nationally? Internationally? (G, ET: 30 min.)

5. In groups of 5 or 6, sensitize yourselves to the possibilities of nonverbal communication by playing charades. Each member of the group should take turns acting out an emotion such as joy, grief, dislike, or affection. (G, ET: 30 min.)

6. Working in pairs, have one partner give the other a brief verbal description of his/her childhood, an explanation of feelings about marriage and why, or any other subject agreed upon ahead of time. The listening partner must remain silent. When the speaking partner has finished, the listening partner should recap what he or she has just been told beginning with the words, "What I heard you say was . . ." When the listening partner has completed the recap, the speaking partner should indicate whether or not he or she was correct. Change roles and repeat the exercise. (G, ET: 20 min.)

7. Read a short magazine or newspaper article containing quotations. Highlight the quotes and indicate whether each is fact or opinion. (I or G, ET: 30 min.)

8. Pick a character from film, fiction, history, or current events. Imagine that you are that person and write a letter to a friend about your feelings on a subject of importance to you. (For example: If you pick Christopher Columbus, you might write your feelings about

**COMPETENCIES 8.01, 8.02, 8.03, 8.04**

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**SAMPLE LEARNING ACTIVITIES**

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**PB 1 (Continued)**

your crewmen or your thoughts when you are alone in your cabin at night. If you pick Mother Theresa, you might write about why you feel the need to help others.) Remember, these should not be your thoughts and ideas but those of the character you have chosen. (I, ET: 40 min.)

9. Identify a public policy matter with which you disagree. Write a letter to the appropriate authority (i.e., school administrator, city official, or political representative) explaining why you disagree with this particular policy. Mail the letter. (I, ET: 40 min.)

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PB 2 (8.03, 8.04) (CR 11.01, 11.02, 11.04, 11.05, 12.05)
Benchmark Task: Work in a small group of 3 or 4 people. Consider group meetings or teams that you have observed in past experience. Identify helping and hindering behaviors that you have seen displayed by group members. After listing the behaviors, identify strategies for reduction of hindering behaviors.

(Basic content areas: Conducting group meetings, roles and responsibilities of group members, helping behaviors, hindering behaviors, communicating with others)

1. Attend a School Board, City Council, or other Board or Council meeting. (G, ET: 2 hrs.)

2. Invite someone who is active in the community and knowledgeable about conducting meetings to speak to the class about rules of conduct (Roberts' Rules of Order), the roles of officers, and other roles played in the community. (G, ET: 40 min.)

3. Select a group project or projects such as decorating the classroom, arranging a class outing, drawing up a student-tutor contract. Form a committee or committees to organize the event. Elect a chairperson, secretary, and treasurer (if necessary). Hold a meeting or several meetings, if necessary, to accomplish your purpose. (I or G, ET: Varies)

4. Following group discussion make a list of social behaviors (i.e., listening to others, respecting other people's viewpoints) that might help achieve a group's purpose and another list of social behaviors that would hinder it such as negative criticism or talking too much. (G, ET: 20 min.)

5. Using the lists generated in Activity 4, assign either a hindering or helping pattern to each member of a group of students. Hold a meeting with each student playing out the role assigned to him or her. Discuss the effects of the behaviors shown by each "actor." (G, ET: 45 min.)

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PB 3 (8.01, 8.02, 8.03) (CR 3.04, 9.01, 9.06, 9.11, 9.15, 11.02)
Benchmark Task: Plan a luncheon for a group to eat in a local restaurant. Make reservations, plan the menu, calculate the total cost and the amount of the trip.

**COMPETENCIES 8.01, 8.02, 8.03, 8.04**

**SAMPLE LEARNING ACTIVITIES**

**PB 3 (Continued)**

(Basic content areas: Restaurant services, telephone skills, tipping, restaurant etiquette, math skills, social conversation)

1. Using menus from local restaurants, order an imaginary meal for your family. Total the cost of the meal, including taxes and add a tip. (I, ET: 15 min.)

2. Check the listings under "restaurants" in the local yellow pages. Try to determine the kind of food each restaurant serves from its name. If you can't, assign someone to call and ask. (G, ET: 15 min.)

3. Working with a partner, write or tape a script for a telephone conversation between a customer calling for information and reservations at a restaurant and the restaurant hostess or maitre d'. Alternate writing or taping the script between one partner playing the role of the customer and the other playing the role of the reservation taker. (G, ET: 15 min.)

4. For a period of a week, keep a log of everyone with whom you have a conversation other than your immediate family and regular associates. Your list might include store clerks, the parents of your children's friends, or other people in a waiting room. Next to each person's name make a note of the subject(s) you covered during your casual conversation. (I, ET: Varies)

5. Using the logs generated in Activity 4, list the subjects covered and note their frequency. For example: Your log might show you discussed the weather 10 times, children 8 times and so on. Combine the lists of the entire class and determine the five most common subjects for casual social conversation. (G, ET: 45 min.)

6. Make a graph of the information gather for Activity #5. Each student should graph their information. Another graph should reflect the information of the entire class. (I/G, ET: 45 min.)

7. Invite an expert on etiquette to speak to the class about restaurant etiquette. Be prepared with questions you might want to ask at the end of the talk. (G, ET: 45 min.)

8. Plan a class luncheon. This could be a pot luck event or form a committee to arrange for donations from local restaurants or fast food outlets. The class or school might provide soft drinks, paper plates, or cutlery. Set up another committee to arrange furniture and otherwise set up the classroom to look as much like a restaurant setting as possible. This task might include putting table cloths on the tables, setting up a "Please wait to be seated" sign and so forth. During the first half hour one-half of the class will act as restaurant customers while the other half acts as hostesses, waitresses, and persons who clear tables. At the end of the half hour, the group will switch and the servers will become the customers and vice versa. (G, ET: Varies)

**COMPETENCIES 8.01, 8.02, 8.03, 8.04**

**SAMPLE LEARNING ACTIVITIES**

PB 4 (8.02, 8.04) (CR 9.02, 9.06, 11.01, 11.03, 11.05, 12.03, 12.05)
Benchmark Task: Observe an example of group interaction (examples: church meeting, club or other organizational meeting, television talk show). Identify persons who played a leadership role, facilitating role, or observer role. Identify behaviors which were detrimental to the success of the meeting. Write a description of what you observed and what you learned about roles that promote or hinder effective group meetings.

(Basic content areas: Group role, sociograms, social behavior, group tasks and objectives, facilitating behaviors, behaviors detracting from task accomplishment)

1. In groups of three or four, list all the groups to which anyone of you has ever belonged. Note the larger categories into which these groups fall. (Social, religious, educational, leisure, and others.) (G, ET: 20 min.)

2. As a group, make a list of people in your community that you would consider "leaders." Discuss the characteristics that contribute to being a good leader. Write your personal definition of leadership. (G and I, ET: 30 min.)

3. Watch a taped television talk show involving several participants. List all the formal roles (host/moderator, audience/observers, guests, experts, and others). (I & G, ET: 15 min.)

4. Watch a videotape of a portion of a television talk show or a pretaped combination of several short portions of different talk shows. Identify the behavior of the show's host in the various selections or as the host's role changes. (Examples of behavior might include: encouraging, providing feedback, supporting, defining the problem.) (I or G, ET: 40 min.)

5. Attend a church, school, city council, or other meeting in your community. Write a short report listing the objectives or goals of the meeting and explaining whether or not these objectives or goals were met. (I, ET: Varies)

6. Watch a segment of your favorite soap opera. List five examples of positive, helpful, or facilitating forms of social behavior displayed by the characters. List five examples of negative or hindering behaviors. (I, ET: 1 hr.)

PB 5 (8.02, 8.04) (CR 9.02, 11.01, 11.05, 12.05, 12.08, 15.02)
Benchmark Task: Keep an observation log for a week recording instances when people's words and nonverbal behavior do not match.

(Basic content areas: Body language, cultural differences, listening and observation skills, interpreting communication signals, matching verbal and nonverbal communication)

1. List as many emotions as the group can think of (anger, joy, sorrow). Either as a group, or taking turns, demonstrate each emotion using body language only (without using words). (G, ET: 30 min.)

**COMPETENCIES 8.01, 8.02, 8.03, 8.04**

**SAMPLE LEARNING ACTIVITIES**

**PB 5 (Continued)**

2. Cut out enough magazine pictures of people interacting or demonstrating an identifiable emotion so that there is at least one for each student. Write a dialogue that could match what the person is saying through his/her body language. Write a dialogue that does not match the actions of the person in the picture. Hang them up where everyone can enjoy them. (G, ET: 30 min.)

3. Invite an actor to visit the class and demonstrate how actors use a combination of body language and verbal cues to communicate with their audiences. (G, ET: 55 min.)

4. Watch a film or tape of a mime performing. (G, ET: 20 min.)

5. Watch a movie with the sound turned off; write a script for the movie using character's actions as a guide. After writing, listen to the movie and see how accurate you were. (I, ET: 1 hr.)

6. Watch a film of people from another culture vastly different to your own. Write a report about at least one behavioral difference that you noticed. Hypothesize about the cause of the difference. (I, ET: 45 min.)

7. Watch portions of a taped television news program. Following each item, stop the tape and discuss the body language of the subject interviewed or featured in that segment. Discuss whether his or her body language matched or denied the subject's words. (G, ET: 40 min.)

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**PB 6 (8.02, 8.03) (CR 9.01, 9.02, 9.05, 9.09, 9.12, 12.02, 12.05, 12.08)**
**Benchmark Task: Complete a self-analysis of your interactions with others over a 5-day period. Give one or more examples of positive and negative interactions. Tell why the interaction was successful or unsuccessful.**

(Basic content areas: Reducing anxiety, gaining self-confidence, the role of grooming and appearance, the "you" viewpoint, techniques for positive interaction)

1. Read about introductions in an updated etiquette book. Using the correct social formula, take turns introducing the class member to the right of you to the one on your left. The two introduced members should then shake hands, and the one on the right should then introduce the two members to his or her left and right until everyone around the room has had a turn. (G, ET: 15 min.)

2. Introduce yourself to someone you don't know at school, church, a social occasion, or some other opportunity. Write a report of the interaction. (I, ET: 30 min.)

**COMPETENCIES 8.01, 8.02, 8.03, 8.04**

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## SAMPLE LEARNING ACTIVITIES

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PB 6 (Continued)

3. Hold a Makeover Day. Invite a make-up expert, fashion consultant, model, hair dresser, and other experts to speak with the class to give general advice about grooming and fashion. (G, ET: Varies)

4. Make a portfolio of "looks" that you think would suit you. Make separate sections for leisure, work, formal or evening, and all-purpose looks. Be practical. Take your age, personality, lifestyle, and physique into consideration. Include pictures cut from magazines or clothing catalogues of outfits you think would work for you, photographs of make-up and hairstyles you would like to try, fabric swatches of colors which would suit you. Invite friends and classmates to make suggestions as to colors and styles they think would suit you. Include these in a separate section of your student folder as food for thought. (I, ET: Varies)

5. Using your portfolio of "looks," go to a variety of stores, including "second-hand" stores, and price your new wardrobe and hairstyle. What is the least you could spend to change your image? The most? Present your findings to the group. (I/G, ET: Varies)

6. Hold a "Dress for a Job Interview Day." Dress as you would if you were going to a job interview. Invite a personnel manager (or several experts) from a local company to come and speak to the class about what he or she looks for in a prospective job applicant. (G, ET: 1 hr. 30 min.)

7. Think of someone you really like and with whom you get along well. List five characteristics of that person that make you like them. (I, ET: 10 min.)

8. Make a list of rules for positive interaction. (These might include such items as presenting a positive image of oneself, being a good listener, being tolerant of other people's viewpoints, being empathetic or supportive.) Display the rules on a poster in the classroom or lounge area. (G, ET: 30 min.)

9. Pick a social characteristic of your own (such as shyness, interrupting others) that you would like to change. State the change in a positive form such as, "From now on I will listen to the end of what others have to say before I speak," rather than, "I will not interrupt others any more." When you first wake up every morning for a month, repeat this positive message to yourself five times. At the end of the month analyze whether or not your behavior has changed. (I, ET: 2 min. daily)

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## RESOURCES

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|---|---|
| The Center for Applied Research in Education, Inc. | Stress Management and Self-Esteem Activities<br>Relationship and Communication Activities |
| Educational Products Division, Word, Inc. | Saying What You Mean |

**COMPETENCIES 8.01, 8.02, 8.03, 8.04**

## RESOURCES (Continued) -

| | |
|---|---|
| Harper & Row. | The Interpersonal Communication Book |
| Contemporary Books, Inc. | The Successful Volunteer Organization |
| MacMillan Publishing Co. | Introduction to Guidance<br>A Practical Guide for Making Decisions |
| Worth Publisher, Inc. | Sociology |
| Rawson Associates. | Letitia Baldrige's Complete Guide to New Manners for the 90's |
| Pocket Books. | Body Language |
| Houghton Mifflin Co. | Sending Messages |
| Salem House Publishers. | Eye to Eye: How People Interact |

## ADDITIONAL RESOURCES

## ADDITIONAL LEARNING ACTIVITIES

# Duty Area: INTERPERSONAL AND SOCIAL SKILLS KCBAE Level III
Advanced Level

**COMPETENCIES:**
8.01 Demonstrate ability to initiate and carry on conversation
8.02 Demonstrate ability to resolve problems
8.03 Demonstrate appropriate behavior in social situations
8.04 Demonstrate ability to work effectively in a group

## RELATED SKILLS

* Mathematics 3.18
* Science 1.04
* Health/Wellness 2.11
Technology/Tools
Consumer Economics
* Home Management 6.05
Family Relationships
Interpersonal/Social
* Self-Management 9.01, 9.02
Employability
* Communication 11.01, 11.02
* Thinking 12.01, 12.02, 12.03
Social Sciences
Govt./Citizenship
Cultural Diversity
Community Resources

## PREREQUISITES

Reading and writing skills

## PROGRESS BENCHMARKS

1. Evaluate effectiveness of teams and work groups
2. Carry out specific team roles in accomplishing a group task
3. Participate in a community group and observe verbal and non-verbal behaviors
4. Demonstrate conversational and social skills
5. Observe and evaluate group facilitative skills
6. Complete a self-analysis of interpersonal and social skills

## TERMINOLOGY

Terms that students should know or learn as part of this lesson.

Consensus
Inference
Majority
Facilitator
Agenda
Abstain
Presentation
Non-verbal communication
Debate

Rules: Task, Maintenance, Hindrance

## REFLECTIONS

Human beings are social creatures. As such, we spend much of our time relating to others both as individuals and in groups. Understanding how groups work and developing the social skills necessary to function as a useful member of a group or community can help one function more effectively and comfortably in any social situation.

**COMPETENCIES 8.01, 8.02, 8.03, 8.04**

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**SAMPLE LEARNING ACTIVITIES**

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PB 1 (8.04) (CR 9.01, 9.08, 9.13, 11.01, 11.05, 12.05, 12.08)
Benchmark Task: Make a list of criteria for measuring the effectiveness of a team or work group. Observe a group in action and rate the group effectiveness according to your criteria. Write a short description of your observations and conclusions.

(Basic content areas: Effective teams, working to consensus, group roles, evaluative criteria, meaning of effectiveness, fact and opinion, inferences, summarizing and drawing conclusions)

1. Working in small groups, select a team or group from among the following: football team, road repair crew, medical clinic staff, decorating committee, library board, or others you think of yourself. List the group's objectives. List the tasks that must be covered to meet these objectives. (G, ET: 20 min.)

2. Invite a representative from a company that has adopted the Team Management concept to speak to the class about teamwork on the job. (G, ET: 1 hr.)

3. Divide the class into two teams. Play a competitive team sport such as volleyball or softball or set up an obstacle course which would require team members working together and helping each other to complete it. In a group discussion analyze behavior that helps groups function efficiently and behavior that hinders teamwork. (G, ET: 1 hr.)

4. Select a prominent current or historical court case that has been well covered by the media. Select two or three people to summarize and present the case for the accused and two or three people to summarize and present the case against the accused. Once the summaries have been presented, divide the class into teams of no more than 12 and have each team try to reach a consensus as to the guilt or innocence of the accused. (G, ET: 1 hr.)

5. Interview ten people about how important their jobs are to the local economy and record their responses. Determine whether each response is fact or opinion. (I, ET: Varies)

6. Plan and run a workshop on child abuse, community health care, or some other issue of concern to your community. Elect officers, establish committees, set goals, and list evaluation criteria to analyze your level of effectiveness. (G, ET: Varies)

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PB 2 (8.01, 8.02, 8.04) (CR 1.01, 2.11, 6.05, 9.02, 9.04, 9.08, 9.13, 9.14, 11.01, 11.02, 11.05, 11.10, 12.02, 12.04, 12.05, 12.06, 12.08)
Benchmark Task: Work in a small group of 3 or 4 people. Your task is to come to consensus on what you consider to be a health safety hazard in your community and determine three strategies for reducing this hazard. Have each person assume a group role as facilitator, leader, recorder, or member. The leader arranges the meeting, clarifies the purpose, keeps members focused on goals, decides how decisions are to be made, encourages participation, solves problems, and makes sure key roles are filled. The facilitator assumes a major responsibility for what happens in the meeting, encourages each group member's participation, helps resolve conflicts, and helps

**COMPETENCIES 8.01, 8.02, 8.03, 8.04**

**SAMPLE LEARNING ACTIVITIES**

**PB 2 (Continued)**

keep focus and on schedule for breaks and adjournment. The recorder keeps a record of group discussion and decisions, supports the leader and facilitator, keeps the agenda in mind, assists in building consensus, and encourages member participation. The member actively participates, keeps the welfare of the group in mind, devotes energies to the task, and encourages everyone's participation.

(Basic content areas: Team roles, working to consensus, evaluative criteria, meaning of effectiveness, accomplishing group task, summarizing and drawing conclusions)

1. Watch a tape of your State Legislature in session. Discuss roles played by various members. (G, ET: 1 hr.)
2. Visit a city council, school board, or other decision-making committee meeting. Analyze and write a report about how decisions were made. (I, ET: Varies)
3. Read three magazine articles or newspaper features about people you consider to be good leaders. Using the information you have learned list the attributes of a good leader that you have inferred from reading the articles. (I, ET: 40 min.)
4. Attend a school, church, civic, or other meeting of your choice. Keep minutes during the meeting as if you were the group recorder. Make an oral report to the class about the meeting. (I, ET: Varies)
5. Select an issue that concerns you. (The need for a dog pound, abortion rights, school regulation.) Imagine that you have been asked to chair a meeting called by a group of interested citizens to consider the subject and decide what, if anything, to do about it. Plan an agenda for the meeting. (I, ET: 30 min.)
6. Hold a class "town meeting" on a topic of your choosing. Elect a leader, facilitator, and recorder. Establish rules for member conduct and send a summary of the ideas generated by your town meeting to the appropriate authorities. (G, ET: Varies)

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PB 3 (8.01, 8.02, 8.03, 8.04) (CR 9.01, 9.02, 9.09, 9.12, 11.01, 11.02, 11.05, 12.05, 12.07, 12.08)
Benchmark Task: Participate in a community group activity such as church group or community organization. Identify the group role you played and describe how well other group members carried out group roles.

(Basic content areas: Group membership, group roles, communicating effectively, listening and observation skills)

1. As a class project, publish a directory of groups active in your community. Include their names, purposes, membership requirements, fees (if any), contact people, meeting dates, and any other pertinent information. (G, ET: Varies)

**COMPETENCIES 8.01, 8.02, 8.03, 8.04**

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**SAMPLE LEARNING ACTIVITIES**

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**PB 3 (Continued)**

2. Invite several community leaders such as the chairperson of your local United Way Board or a City Council member to visit the class and serve on a panel addressing the question of what makes a good community group member. (G, ET: Varies)

3. Give a two or three-minute oral presentation to the class on a subject of your own choosing. (I, ET: Varies)

4. Watch a tape of a Presidential or other debate. Set up class teams to debate subjects of their choosing. (G, ET: Varies)

5. Watch a videotaped segment of a investigative journalism feature on a news magazine program such as "60 Minutes" in which a number of people are interviewed. Take notes while watching the show. Discuss as a group, your reactions to each interviewee. Was he or she being totally honest? What verbal and non-verbal behaviors created this impression? Did any of the interviewees say one thing and mean another? Did any of the interviewees have a "hidden agenda?" Chart this information. (G, ET: 30 min.)

6. Hold a class vote: Did you (a) believe the interviewer; (b) not believe the interviewee? What percent of the class voted each way? Percent that abstained? (G, ET: 30 min.)

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**PB 4 (8.01, 8.03) (CR 9.01, 9.02, 9.05, 9.09, 9.11, 9.12, 11.01, 11.02, 12.05, 12.07)**
**Benchmark Task:** Attend a social function in your community. Analyze how well you did in initiating and carrying on conversation, knowing what was expected of you and acting appropriately, meeting new people, showing an interest in other person's ideas and concerns, learning something new about someone else who attended.

(Basic content areas: Conversational skills, grooming and personal appearance, interest in others, gaining self-confidence, relaxation techniques)

1. In groups of four to six, select an etiquette-related subject and prepare a 15-minute presentation for the rest of the class. You might use such activities as handouts, lectures, or roleplays to relay the information you have researched. (G, ET: 45 min.)

2. Using a "pop psychology" questionnaire from a magazine or other source, fill it in as if your spouse or your best friend were answering it. Have him or her answer it. Compare answers. How well did you know your spouse or friend? (I, ET: 30 min.)

3. As a class, visit or attend a symphony, ballet, play, art gallery, museum, or other place or activity new to all of you. (G, ET: Varies)

4. Honor a community member by holding an awards ceremony. This might be a luncheon or evening occasion. Work as a group to select the recipient of the award, plan the occasion, coordinate the event, and clean up. (G, ET: Varies)

**COMPETENCIES 8.01, 8.02, 8.03, 8.04**

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**SAMPLE LEARNING ACTIVITIES**

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**PB 4 (continued)**

5. Volunteer as a class to organize the next P.T.A. meeting. Work with regular members to set the agenda, invite speakers, send out notices, and make meeting arrangements. Attend the meeting. (G, ET: Varies)

6. Hold a fashion show for the rest of the school or for the community at large. Working in twos or threes with each group assigned a particular social setting (a job interview, a committee meeting, a luncheon, a conference, a company picnic, a wedding, an evening restaurant date, or a funeral) put together an outfit, including accessories that would suit the assigned occasion. Consult outside experts if necessary. (G, ET: Varies)

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PB 5 (8.02, 8.04) (CR 3.18, 9.01, 9.02, 12.01, 12.03, 12.05)
Benchmark Task: After reading resource material on roles people play in a group (task roles, maintenance roles, hindering roles), observe a group meeting on television or a real life setting such as an organizational meeting or board meeting. Make a chart with 5 of the group members identified by numbers or initials in a column with group roles listed at the side. Place a check mark by each role which you observe each of the 5 group members play. Individuals may change roles during the meeting. Task roles may include contributing or soliciting information pertinent to the task, expressing or soliciting related opinion, clarifying points, summarizing comments, and checking for consensus. Maintenance roles are encouraging group members, comments to moderate or bring harmony, checking information, compromising, and bringing back to task. Hinderance roles include dominating, withdrawing, avoiding, belittling, uncooperative, argumentative, and side conversations.

(Basic content areas: Group roles, observation skills, working for consensus, facilitating and restraining roles, conducting effective meeting, listening and observation skills)

1. Watch a television talk show. Summarize, in writing, the issues and attitudes presented by each participant. (I, ET: 45 min.)

2. Watch a videotape of a television talk show involving conflict between three or more people. List three examples of a participant demonstrating each of the following group roles: task roles, maintenance roles, and hinderance roles. Compare notes and discuss as a class. (I and G, ET: 45 min.)

3. Attend a meeting or watch a videotaped recording of a meeting. List instances when participants' body language supported what they were saying. List instances when participants' body language conflicted with what they were saying. (I, ET: 30 min.)

4. In groups of 4, write a mini-play of five to ten minutes duration with four characters. One character will be the leader trying to run an effective meeting. One character will demonstrate task roles, the second will demonstrate maintenance roles and the third will demonstrate hinderance roles. Each group will then take turns staging their play for the rest of the class while they try to name each of the characters by their roles. (G, ET: 2 hrs.)

**COMPETENCIES 8.01, 8.02, 8.03, 8.04**

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**SAMPLE LEARNING ACTIVITIES**

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**PB 5 (Continued)**

5. Working in small groups, try to reach a consensus on a question or issue such as "What percentage of our tax dollars should go toward defense spending?" "Are well known sports figures paid too much?" Set a 15-minute limit to discussions. When the 15 minutes are up, write a report about how your group reached a consensus or why the group was unable to reach one. (G and I, ET: 45 min.)

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**PB 6 (8.01, 8.02, 8.03, 8.01) (CR 9.01, 9.02, 9.05, 9.09, 9.12, 9.13, 12.02, 12.05, 12.07)**
**Benchmark Task:** Complete a self-analysis of your interpersonal and social skills. Identify areas of strength and areas which you wish to address for improvement. Develop a self-improvement plan.

(Basic content areas: Self-directed learning, characteristics of positive and negative interactions with others, self-analysis techniques, self-improvement strategies)

1. Read a short story about a fictional character dealing with a conflict relating to family, friend, or other people in the society around him or her. Write an essay analyzing the character's personal strengths and weaknesses. Did the character change between the beginning and end of the story? If so, how? (I, ET: 1 hr.)

2. Watch a tape of a television talk show. Make a list of the positive and negative interpersonal and social skills of each guest. (I, ET: 20 min.)

3. Make a list of all personal characteristics and skills you admire in others. Rate yourself on each characteristic on a scale from one (very poor) to 10 (excellent). (I, ET: 10 min.)

4. Create a drawing or collage of yourself and your personal "world." Include internal characteristics as well as external ones. Be creative. Display the results in the classroom and see if others can identify you from your depiction of yourself. Write a brief essay about what you have learned about yourself in the process. (G, ET: 1 hr.)

5. Invite a local mental health expert to speak to the class about self-improvement strategies. (G, ET: 50 min.)

6. Keep a log for a week of your interactions with at least three separate people a day. List the goal of the interaction (i.e., to gain information, companionship, motivate action). Rate each interaction as successful or unsuccessful. For each interaction write a brief analysis as to the reasons for its success or failure. (I, ET: Varies)

7. Given a number of problem situations involving interpersonal relationships and social etiquette selected from a newspaper advice column, write truthfully about how you would probably handle the situation should you find yourself in it. Then, provide an alternate solution. Decide which is better. (I, ET: 30 min.)

8. If you had no financial, personal, social, or other restrictions, write what your goal in life would be. Write down the single personal factor that most keeps you from achieving that

**COMPETENCIES 8.01, 8.02, 8.03, 8.04**

## SAMPLE LEARNING ACTIVITIES

PB 6 (Continued)

goal. List three alternative methods for correcting or resolving the negative personal factor that would most hinder your achieving your stated goal. Select the method you feel would work best for you. Apply it. (I, ET: Varies)

## RESOURCES

| | |
|---|---|
| Harper & Row. | The Interpersonal Communication Book<br>Leaders: The Strategies for Taking Charge |
| Bantam Books. | The Peter Prescription: How to Make Things Go Right |
| Contemporary Books, Inc. | The Successful Volunteer Organization |
| Kendall-Hunt Publishing. | National Issues Forum |
| MacMillan Publishing Co. | Letitia Baldridge's Complete Guide to The New Manners for the 90's<br>A Practical Guide for Making Decisions |
| Nelson-Hall Publishers. | Understanding People or How to Be Your Very Own Shrink |
| Penguin Books. | Getting To Yes: Negotiating Without Giving In |
| Pocket Books. | Risking |
| Pelican Publishing Co. | See You at the Top |
| South-Western. | Human Relations at Work |
| Wyden Books. | Leader Effectiveness Training (L.E.T.) |

## ADDITIONAL RESOURCES

COMPETENCIES 8.01, 8.02, 8.03, 8.04

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ADDITIONAL LEARNING ACTIVITIES

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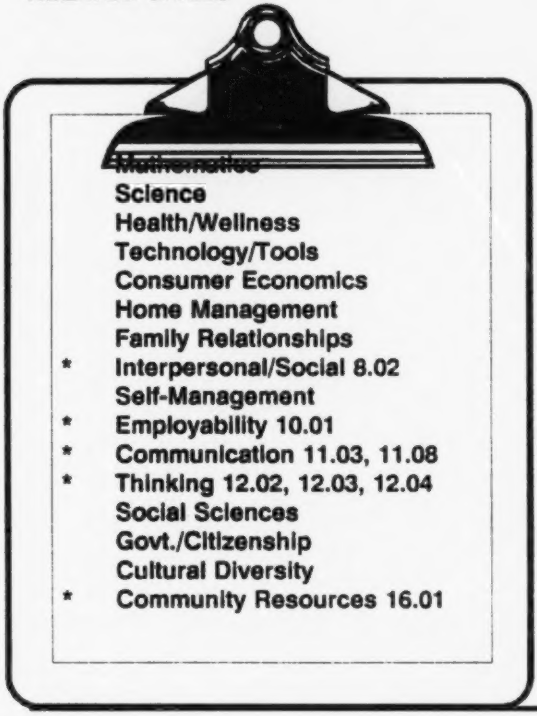
# Duty Area: SELF-MANAGEMENT

**Beginning Level**

**COMPETENCIES:**

9.01 Exhibit self-reliance
9.02 Demonstrate ability to learn on one's own
9.03 Demonstrate time management
9.04 Demonstrate ability to set priorities
9.05 Evaluate personal needs and goals
9.06 Demonstrate how to locate and use assistance from community resources
9.09 Recognize and practice activities to build self-esteem
9.11 Recognize and demonstrate behaviors appropriate for given situations
9.12 Demonstrate self-control and responsibility for one's own behavior
9.13 Demonstrate decision making based on one's ethical values
9.15 Identify and select recreational and cultural activities

## RELATED SKILLS



Mathematics
Science
Health/Wellness
Technology/Tools
Consumer Economics
Home Management
Family Relationships
* Interpersonal/Social 8.02
Self-Management
* Employability 10.01
* Communication 11.03, 11.08
* Thinking 12.02, 12.03, 12.04
Social Sciences
Govt./Citizenship
Cultural Diversity
* Community Resources 16.01

## PREREQUISITES

Looking up items in alphabetical order
Understanding of time unit (minutes to years)
Rounding off numbers
Telephone etiquette

## PROGRESS BENCHMARKS

1. Plan and carry out a self-development goal
2. Keep record of activities and prioritize the use of time
3. Plan and organize daily living activities
4. Identify and locate community services
5. Identify personal characteristics that have value to you
6. Develop a plan of action to solve a problem

## TERMINOLOGY

Terms that students should know or learn as part of this lesson.

schedule category unit goal estimate
priority survey internal external strengths
weaknesses calendar

## REFLECTIONS

Learning to manage your time will help you to take control over all aspects of your life. It will reduce the stress that comes from trying to remember all the things you have to do and the embarrassment of always being late or forgetting something important. Time management is an essential skill for getting and keeping a job. Identifying your strengths and weaknesses and understanding your personality is the first step to create the life you would like to have.

**COMPETENCIES 9.01, 9.02, 9.03, 9.04, 9.05, 9.06, 9.09, 9.11, 9.12, 9.13, 9.15**

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## SAMPLE LEARNING ACTIVITIES

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PB 1 (9.01, 9.03, 9.04, 9.12) (CR 12.03)
Benchmark Task: Set a goal for school attendance and accept responsibility for achieving the goal. Plan an attendance schedule and keep a log of attendance.

(Basic content areas: Time management and organization; record keeping; setting priorities; goal setting)

1. List as many types of schedules as you can think of. (Example: television, football, plane, hospital visiting hours, school calendar) What is the one thing they all have in common? Into what time unit(s) is each schedule divided? (I or G, ET: 20 min.)
2. Think of something you have to do or that you want to do before the day is over. Write it on a piece of paper and put it somewhere safe. The following day, look at the paper again. Did you meet your goal? If so, what special or extra things did you have to do to get it done? If not, what happened to prevent you from reaching your goal? (I, ET: 30 min.)
3. Invite a guest from your regional Department for Employment Services, Vocational/Technical School, Community College or other school or organization to speak to your class about the types of further training and job opportunities available in your area for high school and GED graduates. This invitation may include owners of temporary services, such as Accountemps, Snelling & Snelling. (G, ET: 1 hr.)
4. Write an essay explaining how getting your GED will help you to improve your life. (I, ET: 10-15 min.)
5. List the things you must do each day in order to get to school. Compare lists with a partner or the rest of the class. Is there anything that you have forgotten to include? Have you included anything that is not essential? (I and G, ET: 10 min)
6. Form small groups of four to six. Take turns pretending that each of you has been absent from school and present an excuse. As a group, decide whether or not the excuse is acceptable. Keep going until you run out of excuses. Record your responses and share them with the rest of the class. (G, ET: 45 min.)
7. Keep a record of class attendance. Organize a reward or some other form of recognition for those students with perfect attendance. (G, ET: 15 min. daily)

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PB 2 (9.04, 9.13, 9.15) (CR 12.02, 12.03, 12.08)
Benchmark Task: Keep a journal of daily activities; prioritize daily needs and activities.

(Basic content areas: Planning and prioritizing; benefits of leisure and cultural activities; accepting responsibilities; time management)

1. Write down all the things you would buy if money were no object. List them in order of importance. (I, ET: 15 min.)

COMPETENCIES 9.01, 9.02, 9.03, 9.04, 9.05, 9.06, 9.09, 9.11, 9.12, 9.13, 9.15

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SAMPLE LEARNING ACTIVITIES

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PB 2 (Continued)

2. Do the activity in Human Relations At Work (see South-Western in resource list) on setting priorities and goals. Share your decisions with the class. (I/G, ET: 30 min.)

3. Write down ten things that people might do in a day. Exchange lists with a partner. Number your partner's items from one to ten in order of importance. Look at each other's responses and discuss. (G, ET: 30 min.)

4. List five things you do on a regular basis. Estimate the time it takes you to do each of them. The next time you perform these tasks or activities, make a note of exactly how long they take you. Include the time you must spend both preparing to do the task and clearing up or returning home afterward. How accurate were you? (I, ET: 20 min.)

5. Invite a local sports figure, psychologist, entertainer, health department representative or other expert to talk to your class about the benefits of recreational and leisure time activities. (G, ET: 1 hr.)

6. Make a class display of recreational and leisure time activities available in your area. Categorize them according to types of activities (i.e., sports, family oriented, free of cost). (G, ET: Ongoing)

7. When you are writing notes to or keeping records for yourself, it is not necessary to use whole sentences. Instead of writing, "I picked Jenny up at school at 3 o'clock and then went to the grocery store," you might write the following; 3 pm. Jenny @ school--grocery store. When you go over your notes later that will probably be enough to help you recall what you did. Just as sentences are shortened to make recording facts easier and faster, so certain words can be shortened or abbreviated to save time and space. Use a dictionary to look up lists of abbreviations. Select and write down five to ten abbreviations you think you might find handy in keeping a record of your own activities. Practice using them in notes you might write to yourself. (I, ET: 40 min.)

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PB 3 (9.07, 9.11, 9.12) (CR 12.02, 12.03)
Benchmark Task: Organize daily living. Prepare and maintain a monthly calendar of activities.

(Basic content areas: Planning and organization skills; identifying problem areas; attitudes and motivation)

1. Make a list of all the lists you can think of (grocery, telephone numbers, students, etc.). How are the items on each list chosen? What "category" does each list cover? Select a list and see if you can find ways to break it down into a series of shorter lists under smaller categories. For example: a grocery list might break down into several shorter lists under the categories of fresh produce, cleaning products, meat, canned goods and so on. Determine how a schedule differs from a list. (I and G, ET: 15 min.)

**COMPETENCIES 9.01, 9.02, 9.03, 9.04, 9.05, 9.06, 9.09, 9.11, 9.12, 9.13, 9.15**

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**SAMPLE LEARNING ACTIVITIES**

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PB 3 (Continued)

2. Make a list of the things you must do every day of the week including sleeping. Separate the items into categories; such as, child care, cooking and eating, housework, school and homework. Estimate how much time you spend each day performing the tasks in each category. Round the figures off to half or quarter hours. Draw a circle and divide it into 24 pie-shaped wedges to represent the 24 hours in every day. Use different colored markers or different designs to mark the amount spent on each category on your pie chart. How many hours do you have left in a day for recreation and leisure activities or other things you might want to do? (I, ET: 30 min.)

3. Select two or three chores that other members of your household could or should do to help out (making beds, washing and drying dishes, feeding pets). Make a chart with each person's name down one side and the days of the week across the top. Have a family discussion and decide who will do which chores on which days. (I, ET: Ongoing)

4. Name five or six places someone in your area might have to go in a single day (i.e., grocery store, school, library). Using a map of your area, plan the best route to take to save both time and gas. Exchange lists with a partner and see if you can improve on each other's routes. (I and G, ET: 30 min.)

5. Compute the distances traveled on the maps above. Which is shorter, yours or your friend's? (G, ET: 15 min.)

6. Plan a "perfect" day for you and your family or friends. List the hours from 8 a.m. to 8 p.m. in half-hour units down the left side of a page of paper. Block out what you will be doing during each period throughout the day. Remember to allow time for such tasks as driving to and from activities, and preparing foods. (I, ET: 20 min.)

7. Organize a class event (party, outing, guest speaker or awards ceremony). Determine the categories of tasks to be completed (decoration, food, and invitations) and divide the class into committees to take care of each category. List the things that need to be done. Put them in the order they need to be done and the time or date each task must be completed. Check off each item as it is accomplished. Report back to your committee or your class as appropriate. (G, ET: Ongoing)

8. Make a poster-sized calendar of upcoming school and community events. Hang it up where everyone can use it. Update the calendar each month as you hear about future events or read about them in your local newspaper. (G, ET: Ongoing)

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PB 4 (9.06) (CR 11.03, 11.08, 11.11, 12.03, 16.01)
Benchmark Task: Identify and locate community service agencies. Make a list and include Agency Name, Type of Service, Address, and Telephone Number.

(Basic content areas: Locating information; using the telephone directory; writing skills)

**COMPETENCIES 9.01, 9.02, 9.03, 9.04, 9.05, 9.06, 9.09, 9.11, 9.12, 9.13, 9.15**

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**SAMPLE LEARNING ACTIVITIES**

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**PB 4 (Continued)**

1. Make a list of the names, numbers and addresses of all the people in your class. Is there any thing else about each person you might want to include? Their birthdays? The days they attend classes? (G, ET: 30 min.)
2. Decide what general headings or categories you would look under in the Yellow Pages to get information about the following items: desk, brake pads, stuffed animals, plants, renting videos, flu shots, borrowing books. (I or G, ET: 10 min.)
3. Conduct a survey of friends, neighbors, and classmates. List the community services they have used in the past month. (I, ET: 1 hr.)
4. Telephone or visit a local community service agency. Plan your conversation ahead of time. Ask them about the services they offer. Ask them if they have any brochures or other information they can give you about their agency. (I, ET: 15 min.)
5. Hold a community service day. Invite guest speakers from several community agencies to speak to the class about services they offer. (G, ET: planning plus 2 hrs.)
6. Visit your Family Resource or Youth Service Center. Learn about the services they can offer for your school-aged children and the services that you can provide the Center. (I or G, ET: 30 min.)

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**PB 5 (9.05, 9.09) (CR 10.01)**
**Benchmark Task:** Identify personal strengths, weaknesses and preferences and make a list of the six things that you value the most.

(Basic content areas: Self-awareness; values)

1. Make believe that your fairy godmother has granted you three wishes; decide what you would wish for. Try to be as specific and detailed as possible. (I, ET: 10 min.)
2. Make three columns on the board. Head them Strengths, Weaknesses, and Either. Take turns naming personal characteristics. Decide under which heading to list each trait. Notice that some personal characteristics can be a strength under one set of circumstances and a weakness under others. (G, ET: 15 min.)
3. On one side of an index card, write three things that you know how to do well and could teach to someone else. Be as specific as possible. For example, you might write: "Bake a pie. Change the oil in the car. Crochet Christmas Angels." On the other side of the card, write three things you would like to learn how to do. See if you can find someone among your fellow students who could teach you each of the things you would like to learn how to do. See if any of the other students would like to learn what you can teach them. (G, ET: 15 min.)

**COMPETENCIES 9.01, 9.02, 9.03, 9.04, 9.05, 9.06, 9.09, 9.11, 9.12, 9.13, 9.15**

**SAMPLE LEARNING ACTIVITIES**

PB 5 (Continued)

4. Find a job advertisement in the help wanted column of your local newspaper. List the strengths and preferences that would make a person ideally suited for that particular job. List any weaknesses that would make a person unsuited for that job. (I, ET: 15 min.)

5. Use pictures cut or torn from a magazine and anything else you can think of to make a collage of yourself. Include both external and internal characteristics in your "picture" of yourself. (I, ET: 1 hr.)

6. Watch a videotaped talk show featuring two or more guests with personal or family problems. Analyze the strengths and weaknesses of each individual. Discuss what changes each might make to improve the situation. (G, ET: 30 min.)

7. Read a short story, biography or article about a real or fictional person who has achieved something important. Determine the strengths that helped this person achieve his or her goals. Identify the weaknesses he or she had to overcome in order to achieve his or her goals. What values did this person hold? What did he or she believe in? Decide whether you share any of these strengths, weaknesses, or values. (I or G, ET: 30 min.)

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PB 6 (9.01, 9.04, 9.05, 9.09, 9.12) (CR 8.02, 12.02, 12.04, 12.05, 12.08)
Benchmark Task: Identify a personal problem and set and meet a short-term goal for a personal priority using a written plan of action.

(Basic content areas: Problem solving and decision making; goal setting; developing a plan of action)

1. Make believe that you have a magic pencil. Use the leaded end to add three things to your life. Use the eraser end to erase three things from your life. What have you learned about yourself? (I, ET: 5 min)

2. List as many things as you can think of that people can change about themselves or their lives. List as many things as you can think of that people cannot change about themselves or their lives. (I or G, ET: 10 min.)

3. Find the advice column in your local newspaper. Select one of the questions asked by the writers. Do not look at the answer. Write your own answer. (I, ET: 15 min.)

4. Watch a portion of a videotaped talk show featuring someone with a personal problem. Determine the underlying cause of his/her problem. Pretend you are an expert invited to be on the show to advise the guest. What steps would you suggest to solve the problem? (G, ET: 15 min.)

5. As a group, list as many life goals as possible in two or three minutes. Divide the list into "short-term" and "long-term" goals. Select a long-term goal and work with one or two partners to determine a series of short-term goals one could set in order to achieve the long-term goal. (G, ET: 20 min)

**COMPETENCIES 9.01, 9.02, 9.03, 9.04, 9.05, 9.06, 9.09, 9.11, 9.12, 9.13, 9.15**

## SAMPLE LEARNING ACTIVITIES

PB 6 (Continued)

6. Select a personal problem from your imagination, from the life of someone you know, from a soap opera character or from your newspaper's advice column. Brainstorm possible solutions. Determine which of the possible solutions are realistic and which aren't. Why? (G, ET: 20 min.)

## RESOURCES

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|---|---|
| Contemporary. | Communication Skills That Work |
| The Center for Applied Research in Education, Inc. | Mind Joggers |
| MacMillan. | Introduction to Guidance |
| Guarionex Press Ltd. | Attitudes Application Action (Employability Skills For the Adult Literacy Student) |
| Lakeshore Life Skills. | Go For It! (10 books) |
| South-Western Publishing Co. | Problem Solving and Decision Making<br>Understanding Self-Esteem: Your Key to Success<br>Human Relations At Work |
| Curriculum Associates. | Following Directions: Intermediate Level<br>Behaviors and Organization Skills |

Calendars donated by local businesses

Regional or City Road Maps

Popular Magazines and Local Newspaper

### Computer Software
### IBM PC Compatible

| | |
|---|---|
| Advantage Computing. | Decision Maker ($39.95)<br>Word Match ($39.95) |
| Victoria Learning Systems. | Life Skills English: Information From the Media ($44.95)<br>Life Skills English: The Telephone Book (44.95) |
| Power Up Software. | Calendar Creator Plus ($53.45) |

**COMPETENCIES 9.01, 9.02, 9.03, 9.04, 9.05, 9.06, 9.09, 9.11, 9.12, 9.13, 9.15**

## ADDITIONAL RESOURCES

## ADDITIONAL LEARNING ACTIVITIES

# Duty Area: SELF-MANAGEMENT

Intermediate Level

KCBAE Level II

**COMPETENCIES:**

| | |
|---|---|
| 9.01 | Exhibit self-reliance |
| 9.03 | Demonstrate time management |
| 9.04 | Demonstrate ability to set priorities |
| 9.05 | Evaluate personal needs and goals |
| 9.10 | Identify the process to obtain a driver's license |
| 9.15 | Identify and select recreational and cultural leisure-time activities |

## RELATED SKILLS

Mathematics
Science
* Health/Wellness 2.07
Technology/Tools
* Consumer Economics 5.04, 5.05
Home Management
Family Relationships
* Interpersonal/Social 8.02, 8.03
Self-Management
* Employability 10.01, 10.03
* Communication 11.01, 11.02
* Thinking 12.02, 12.02
Social Sciences
Govt./Citizenship
Cultural Diversity
* Community Resources 16.01

## PREREQUISITES

Interpreting and applying reading materials
Developing and recording plans of action
Demonstrating correct oral and written English
Reading and understanding charts
Calculating percentages and averages

## PROGRESS BENCHMARKS

1. Plan recreational and special interest activities
2. Set personal goals and develop a plan to achieve those goals
3. Research career information and compare your skills with requirements
4. Select a transportation mode to commute to and from employment
5. Identify recreational and cultural interests and community opportunities for participation
6. Analyze your learning style

## TERMINOLOGY

Terms that students should know or learn as part of this lesson.

Analyze
Prioritize
Goal
Time Log
Methods
Interest rate
Interest inventory
Personal skills inventory
Learning styles inventory
Categorize
Problem solving
Financing
Fixed, changing, and occasional expenses
Brainstorm
Action plan
Chart

## REFLECTIONS

Until we can determine who we are, it is hard to make self-management decisions that affect our everyday lives. One of the first steps in making those decisions is gathering information. Self-investigation helps make objective decisions concerning all aspects of life. To improve ourselves--whether it be family, financial, educational, career, or recreationally oriented--we must discover our strengths and weaknesses and formulate action plans.

## COMPETENCIES 9.01, 9.03, 9.04, 9.05, 9.10, 9.15

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## SAMPLE LEARNING ACTIVITIES

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PB 1 (9.01, 9.02, 9.03, 9.04, 9.05) (CR 2.07, 12.02, 12.05)
Benchmark Task: Select a hobby, recreational or cultural activity that interests you. Plan a time schedule that allows you to participate in this activity one or more times per month.

(Basic content areas: Recreational and cultural activities in the community, time management, self-evaluation, setting priorities)

1. Complete an interest inventory. Based on the information gathered, each student selects a hobby or activity of interest. (See Attachment A) (I, ET: 20 min.)
2. Interview a nonclass member who participates in the activity or hobby selected in Activity #1. Find out how much time is involved for that activity. (I, ET: 20 min.)
3. Monitor activities during one week. Create a time log describing each day of the week's activities. What percentage of your waking day was spent on each activity? (I, ET: Varies)
4. Break into pairs. Classmates examine each other's time logs, suggest areas where time is used inefficiently, and make suggestions for improvement. (G, ET: 25 min.)
5. Class members discuss priorities in their lives and make a group list. Each student takes a priority list and numbers it according to importance. (See Attachment B) (G, ET: 30 min.)
6. Using the time log, classmate's suggestions, and priority list, create an individual time schedule including time for the hobby or activity identified in Activity #1. (Using the spreadsheet program on your computer can help you organize.) (I, ET: 30 min.)

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PB 2 (9.01, 9.02, 9.04, 9.05, 9.13) (CR 12.05, 12.07)
Benchmark Task: List 3 or more goals related to your needs and interests. develop an action plan to accomplish your goals. The action plan should identify what you will do and the timetable required to accomplish each goal.

(Basic content areas: Analysis of interests and goals, strengths and weaknesses, work preferences and self-concept)

1. On a piece of paper write down your interests and how you became interested. List two things that you do well and tell how you learned these. Do not put your name on the paper. Put all the papers in a pile. Each student will choose one from the pile and read it aloud. The class will match the student with the paper. (G, ET: Will depend on group size)
2. Complete the self-management questionnaire to analyze your goals (Attachment C). (I, ET: 30 min.)

**COMPETENCIES 9.01, 9.03, 9.04, 9.05, 9.10, 9.15**

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**SAMPLE LEARNING ACTIVITIES**

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PB 2 (Continued)

3. As a group, discuss the definition and importance of goals. Describe the different areas of a person's life that can be affected by goals. (G, ET: 15 min.)
4. Do a chapter from Human Relations At Work (South-Western) or a similar resource on setting goals and priorities and making trade-offs. (I, ET: 45 min.)
5. List one short-term and one long-term goal. Write a paragraph explaining why they are important to you. (I, ET: 30 min.)
6. Answer the following questions: How would you now describe your personal and career situation? How do you see your personal and career situation in five years? What changes do you plan to make? (I, ET: 20 min.)

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PB 3 (9.02, 9.02, 9.05, 9.06, 9.13) (CR 10.01, 12.03, 12.05, 16.01)
Benchmark Task: Select a business or industry where you would like to be employed. Collect information about the jobs available at that business. Interview a worker who holds the type of position that interests you. List the company name, the job title, and the skills that are required for the job. Analyze your current skills and list areas where you would need to gain additional skills.

(Basic content areas: Employment opportunities, job skills, development of questions for interviewing)

1. Brainstorm as a group, list different businesses in the community, and discuss the various jobs available. Make a chart categorizing similar positions among the different companies. (G, ET: 45 min.)
2. Select a business or industry from the class list that you would be interested in working for. Write a paragraph explaining why a job with that particular company is of interest. (I, ET: 20 min.)
3. Divide the class into groups by areas of interest. Groups work together to find out more about particular businesses and the jobs they have available. Find out what products or services the business provides, how long the company has been in business, and how many people they employ. Each group can use a business directory (sometimes available through the Chamber of Commerce) or other resources available through the library. Each group reports back to the class. (G, ET: 1 hr.)
4. Research your chosen position. Record information making sure the following is included: pay range, training needed, employment outlook, and any other area you feel is important. (I, ET: 45 min.)
5. Compile a list of your weekly, monthly, and annual expenses. How much do you need to earn per year to be able to survive? (I, ET: Varies)

**COMPETENCIES 9.01, 9.03, 9.04, 9.05, 9.10, 9.15**

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**SAMPLE LEARNING ACTIVITIES**

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PB 3 (Continued)

6. Create a list of individual job wants and needs. From this list, compile a series of questions and interview a worker who holds the type of position that interests you. (See Attachment D for suggested questions.) After the interview, determine if this is still a position that interests you. (I & G, ET: 1 hr.)

7. Complete a personal skills inventory. (See Attachment E.) Choose the skills from the list you think you possess and record them. Assign a grade for each skill. [E=excellent, A=average] Make a second list from the remaining skills that you believe would be important to acquire for employment. Choose one and develop a strategy to obtain that skill. (I, ET: 45 min.)

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PB 4 (9.01, 9.04, 9.05, 9.10) (CR 3.16, 5.07, 11.08, 12.05, 12.08, 16.02)
Benchmark Task: Determine the type of transportation needed to commute to work. If you do not have a car, go through the classified section of the newspaper to determine the cost of a car that would meet your needs. Develop a plan for financing the purchase of a car. If you do not have a driver's license, obtain information about the process for getting a license.

(Basic content areas: Purchasing and financing a car, planning a budget, obtaining a driver's license)

1. Group students in pairs. Each group should look through the help-wanted ads and find two jobs of interest. Make sure the ads give the location. Make a list of various ways to get to each job. If using public transportation is an option, find out the bus schedule. Compare the two lists and decide which job would be the better commute. Each group reports to the class for discussion. (G, ET: 45 min.)

2. Using the phone book, find out where to apply for a driver's license and what the requirements are for obtaining a driver's license. (I, ET: 15 min.)

3. Make a list of all the features you would need in a car. Prioritize the features with the most important being number one. Share your list with the class and compare. (I & G, ET: 30 min.)

4. Look in the classified section of the newspaper for a car that fits your needs. Choose several cars and research them to determine the greater value. Compare size, price, miles per gallon, service warranty, maintenance history, and desired options. (Consumer Reports is a great resource for comparing automobiles.) Determine which car is the best buy. (I, ET: 1 hr.)

5. After selecting a car, determine a total price including taxes and licensing. Call several insurance companies to find out about insurance costs. Have an insurance agent visit the class and discuss different types of automobile insurance. (I & G, ET: 1 hr.)

**COMPETENCIES 9.01, 9.03, 9.04, 9.05, 9.10, 9.15**

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**SAMPLE LEARNING ACTIVITIES**

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PB 4 (Continued)

6. Determine what kind of expenses you have (see Attachment F) and record them. Add any expenses to the list that are not stated. Categorize listed expenses as fixed, changing, or occasional. (I, ET: 30 min.)

7. Track your monthly income and expenses and determine the maximum monthly payment you could afford for financing the purchase of a car. Include insurance and gas allowance in the budget. Work in groups of 2-3 (optional) and compare budgets. Make suggestions on saving money. (I & G, ET: 45 min.)

8. Plan a field trip to a bank or invite a loan officer to speak with the class about the different types of loans and the process for financing a car. Find out current interest rates and have students calculate their monthly payments. After students have figured a monthly payment, they should refer to their monthly budget and determine if the car payment fits into the budget. If payment doesn't, look at the priority list of car features and determine if there is a way to purchase a less expensive car or consider cutting back on other budget items. (I & G, ET: 1 hr. 30 min.)

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PB 5 (9.01, 9.05, 9.06, 9.15 (CR 2.07, 11.03, 11.09, 12.02, 12.05, 16.01)
Benchmark Task: Analyze your recreational or cultural interests. Find out what recreational or cultural opportunities exist in your community that relate to your interests.

(Basic content areas: Completing interest inventories, analyzing types of recreational and cultural activities, organizing ideas, and expressing ideas in writing)

1. Complete an interest inventory if you haven't already. From the interest inventory results, determine an area of interest. (I, ET: 20 min.)

2. Divide the class by groups of interest. Find out about activities relating to your interests that are offered in the community. Areas to obtain information may be from the local community education center, the library, the parks and recreation department, local churches, chamber of commerce or the Cooperative Extension Office. (G, ET: 1 hr.)

3. Choose a specific recreational or cultural activity. Contact the agency or person who is in charge of organizing your chosen activity. Obtain the necessary information to participate. (I, ET: 25 min.)

4. Create an outline that will break down any special needs or responsibilities that are required to participate in your chosen activity. (I, ET: 15 min.)

5. Write an essay using the information that you have learned about yourself and about the opportunities to pursue your recreational or cultural interests. (I, ET: 45 min.)

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**COMPETENCIES 9.01, 9.03, 9.04, 9.05, 9.10, 9.15**

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## SAMPLE LEARNING ACTIVITIES

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PB 6 (9.01, 9.02, 9.05) (CR 11.03, 11.09, 12.01, 12.05)
Benchmark Task: Take a learning styles inventory. Analyze the results. Write an analysis of what you have learned about yourself.

(Basic content areas: Meaning of learning styles, identification of your learning style(s), implications for future learning)

1. Take a learning styles inventory and determine what type of learning style(s) you possess. (See Resources for suggested inventories.) (I, ET: 1 hr.)

2. Working as a group, discuss why it is important to identify individual learning styles. List different ways a student can learn effectively to accommodate his/her learning style needs. Create a chart categorizing styles and effective learning methods. Discuss similarities and differences between styles and learning methods. (G, ET: 30 min.)

3. After determining your learning style(s), examine how you are going to utilize the information in your learning process. Make a list of ways to enhance your learning practices. (I, ET: 20 min.)

4. Show a movie to the class. Explain that you will give a test on the movie. The students will use their chosen learning methods (listening, writing, and writing and reading) to help them learn about the movie. (I & G, ET: Varies)

5. Choose three students from the class to be teachers. One student will present an easy lesson (teacher can assign the lesson) to the class in which he/she will only write down information and instructions on the board. The second student will only orally present the lesson, and the third will only use writing and language to teach the lesson. You can also vary the teaching by adding background noise, changing the lighting, or temperature, or having movement in the classroom. Have a class discussion and let the students describe their reactions. (G, ET: 45 min.)

6. Write an analysis of what you have learned about yourself. Discuss the various ways in which you learn and how you can control your environment to enhance those methods. (I, ET: 30 min.)

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## RESOURCES

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| | |
|---|---|
| Contemporary. | 1) You're Hired! Books One, Two, and Teacher's Activity Guide<br>2) Work-wise: Tactics for Job Success |
| South-Western. | 1) Budgeting Your Time and Money<br>2) Reading for Daily Living<br>3) The Business of Living Activity Guide<br>4) Human Relations At Work |

**COMPETENCIES 9.01, 9.03, 9.04, 9.05, 9.10, 9.15**

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## RESOURCES (Continued)

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| | |
|---|---|
| New Readers Press. | 1) To the Point on Money Management: Series: Making a Budget and Using Credit<br>2) Help Yourself: How to Take Advantage of Your Learning Styles |
| Academic Therapy Publications. | Barsch Learning Style Inventory |
| Center on Education and Training for Employment. | Job Search Skills, (Set of 5 Modules)<br>Work Maturity Skills, (Set of 7 Modules) |
| Curriculum Associates. | Stop and Think About Series<br>1) Job Success<br>2) Car Ownership |
| Frankfort: Department for Adult Education and Literacy. | Getting There: A Curriculum for Rural Jobs Participants<br>Whitley County Communities for Children<br>P. O.Box 733<br>Williamsburg, KY 40769 |

### Computer Software

| | |
|---|---|
| IBM Computer Software. | Reading For Information Level 3 and Lever 4, $119 each |
| CompuTeach, Inc. | Studymate, $35.95 |
| Educational Activities, Inc. | Learning Styles Inventory, $98 |
| Organization Design and Development, Inc. | Learning Styles Questionnaire |
| Piney Mt. Press, Inc. | Vocational Learning Styles Inventory Media Kit |
| Skylight Publishing. | Seven Ways of Knowing |

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## ADDITIONAL RESOURCES

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**COMPETENCIES 9.01, 9.03, 9.04, 9.05, 9.10, 9.15**

## ADDITIONAL LEARNING ACTIVITIES

## INTEREST INVENTORY

_____ I like working with others.

_____ I like working alone.

_____ I enjoy helping others. [O]

_____ I like working with my hands. [A,M]

_____ I like physical activities. [P]

_____ I am competitive. [P]

_____ I enjoy reading. [C]

_____ I like to make things. [A,M]

_____ I enjoy listening to music. [C]

_____ I like to go to movies or plays. [C]

_____ I enjoy spending time with children. [O]

_____ I enjoy the company of senior citizens. [O]

_____ I like to fix things. [M]

_____ I like to see how things work. [M]

---

## MATCH-UP KEY

A - ARTISTIC

O - OUTREACH, COMMUNITY

C - CULTURAL

P - PHYSICAL ACTIVITIES

M - MECHANICS

---

Count the number of checked activities for each type of category. The count will determine what type of activity best suits your interests.

# PRIORITY LIST

_____ Work

_____ Time with the family

_____ Appearance/Exercise

_____ Community work

_____ Children's education

_____ Education for myself

_____ Helping others

_____ Being with friends

_____ Household duties

_____ Hobbies

_____ Self-improvement

_____ Doing many different things

Allow for group discussion and add any additional values to the list. Prioritize the list of values from 1 to __ with 1 being the most important value.

# SELF-MANAGEMENT

Name:__________________________ Phone:____________ Date:__________

Address:______________________________ City:______________________

State:_____ Social Security Number:________-________-_________

Please answer the following questions to the best of your ability.

1) List three reasons that you entered this Adult Education program.

   a)
   b)
   c)

2) List the five things that are most important to you at this time.

   a)
   b)
   c)
   d)
   e)

3) What are three goals that you hope to accomplish by the end of the school year?

   a)
   b)
   c)

4) What do you feel are three strengths of yours?

   a)
   b)
   c)

5) What do you feel are three weaknesses of yours?

   a)
   b)
   c)

6) Why do these weaknesses exist? What are you doing to change these weaknesses?

7) On the back of this page, write a paragraph about yourself. How do you see yourself and how do you think others see you?

8) What type of job do you hope to get after earning your GED or diploma? Do you think that you will get this job? Why or why not?

9) How do you handle stressful situations?

10) Number, from 1 to 5, the activities that you like to do in your free time.

___Watch TV
___Listen to records
___Party
___Read books
___Volunteer at school
___Go to plays/concerts
___Play with the kids
___Go on a picnic
___Sleep
___Go to the park
___Write stories, poetry
___Other (list)

11) When I'm faced with a problem, I feel: (Check the best answer.)

___Confident in my ability to solve the problem myself.
___Unable to handle the problem myself.
___Comfortable about knowing where to go for help.
___I have no idea where to go for help.

12) When I make an unwise decision, I usually:

___admit my mistake and take the consequences.
___put it off on someone else.
___do it anyway and ignore the consequences.

13) Check the statement that best describes your work preference.

___A self-starter, enjoy working alone
___Enjoy working alone, but need some supervision
___Enjoy working alone, but need close supervision
___Work better in a group with no other supervision
___Work better in a group with some supervision
___Work better in a group with close supervision

14) When someone asks me to do something for them, I:

___say yes, even though I won't have time to do the job.
___say no, and explain why I won't be able to do the job.
___say yes, and make sure the job gets done.
___say no - I don't want to do it.

15) People are accepted by others at work, because they:

___have a good attitude.
___have a good appearance.
___accept others.
___are the boss's kid.
___criticize work plans.
___avoid making assumptions.
___take frequent breaks.
___observe written and unwritten rules.

**COMPANY NAME:** ______________________________

**JOB TITLE:** ______________________________

1. What are your everyday duties? ______________________________

2. Do your duties vary from day to day? ______________________________

3. What kind of skills and training are needed for this job? ______________________________

4. What work experience is needed? ______________________________

5. What kind of reading, writing, or math is required for this job? ______________________________

6. How much does the job pay? ______________________________

7. What benefits are offered with this job? ______________________________

8. What hours do you work? ______________________________

9. What kind of education is needed for this position? ______________________________

10. Is there room for advancement? ______________________________

11. What do you like or dislike about this job? ______________________________

**COMMENTS:** ______________________________

**PB3/ACTIVITY 7**
**ATTACHMENT E**
**SELF-MANAGEMENT**
**INTERMEDIATE LEVEL**

# WORKING SKILLS INVENTORY

Working with numbers

Acting

Assembling

Building things

Competing

Counseling

Designing

Working with hands

Brainstorming

Reading

Researching

Selling

Speaking to an audience

Training

Seeing that something gets done

Following directions

Giving information to others

Leading

Debating

Negotiating

Organizing

Persuading

Planning

Problem Solving

Programming

Resolving conflicts

Serving others

Supervising

Testing

Writing

Working with others

Using a computer

Budgeting

Talking one-on-one

Inventing

Managing

**Assign a letter for each skill**
**[E=excellent. A=average]**

# EXPENSE RECORD

**Check any expenses you may have and add any expenses that are not on the list.**

## Weekly Bills:

food
entertainment
laundry
school bills
other

## Monthly Bills:

rent
mortgage
heat
electricity
phone
water
cable TV
loan or credit payments

## UNEXPECTED BILLS:

repairs
replacement of household items
clothes

--To determine a monthly bill that changes each month, figure an average cost: find costs from past months, add those figures, and divide by the number of months.

## Duty Area: SELF-MANAGEMENT SKILLS

**KCBAE Level III**

Advanced Level

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**COMPETENCIES:**

9.01 Exhibit self-reliance
9.02 Demonstrate ability to learn on one's own
9.03 Demonstrate time management
9.04 Demonstrate ability to set priorities
9.05 Evaluate personal needs and goals
9.06 Demonstrate how to locate and use assistance from community resources
9.07 Analyze ability to be flexible and adaptable
9.08 Exhibit resourcefulness
9.09 Recognize and practice activities to build self-esteem
9.10 Identify the process to obtain a driver's license
9.11 Recognize and demonstrate behaviors appropriate for given situations
9.12 Demonstrate self-control and responsibility for one's own behavior
9.13 Demonstrate decision making based on one's ethical values
9.14 Demonstrate knowledge of community laws, regulations, and mores
9.15 Identify and select recreational and cultural leisure-time activities

### RELATED SKILLS

* Mathematics 3.16, 3.17, 3.18
Science
* Health/Wellness 2.07, 2.12
Technology/Tools
* Consumer Economics 5.04, 5.09
* Home Management 6.05
Family Relationships
* Interpersonal/Social 8.02, 8.03
Self-Management
* Employability 10.01, 10.03
* Communication 11.01, 11.02
* Thinking 12.02, 12.03, 12.04
Social Sciences
* Govt./Citizenship 14.06
Cultural Diversity
* Community Resources 16.01

### PREREQUISITES

Study independently
Research independently
Work as a group
Give and take criticism
Take notes and develop a comprehensive report
Demonstrate correct oral and written English

### PROGRESS BENCHMARKS

1. Develop a self-improvement plan
2. Develop a career goal and action plan
3. Demonstrate knowledge of laws, regulations, and values in your community
4. Develop a recreational and leisure-time plan
5. Identify a special interest and present a report on it to others
6. Prioritize and plan for a personal and/or financial commitment

### TERMINOLOGY

Terms that students should know or learn as part of this lesson.

Personal Attributes
Oral Presentation
Technical skills
Critique
Benefits
Rough Draft
Personal Values
Goals
Insurance Policy
Work Values
Edit
Timeline
Scenario
Aptitude
Outline

### REFLECTIONS

To be successful in your family, personal, and work life, it is important to evaluate your current situation and make changes. We must formulate goals and then work toward accomplishing those goals monitoring our progress. It is important to understand how the family, personal, and work aspects of our life relate to one another. A choice in one area can affect all areas, so it is necessary to strive for balance.

**COMPETENCIES 9.01, 9.02, 9.03, 9.04, 9.05, 9.06, 9.07, 9.08, 9.09, 9.10, 9.11, 9.12, 9.13, 9.14, 9.15**

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## SAMPLE LEARNING ACTIVITIES

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PB 1 (9.01, 9.02, 9.04, 9.05, 9.09, 9.12, 9.13) (CR 2.12, 8.02, 12.01, 12.02, 12.05, 12.07)
Benchmark Task: Conduct self-analysis of personal attributes, grooming, personal appearance, and social skills, and develop a self-improvement plan with specific activities to accomplish goals.

(Basic content areas: Techniques for self-improvement, clothing choices, grooming practices, etiquette for social and business situations)

1. From the "Personal Attributes" list (Attachment A), check the items that you feel give a good impression. Beside each checked item give a reason why you believe it is important. For those items not checked, describe how you react to a person with that characteristic. (I, ET: 20 min.)
2. As a group, discuss the items on the "Personal Attributes" list (Attachment A). Discuss acceptable behavior in a social environment versus a business setting. (G, ET: 20 min.)
3. Work in groups of 3-4. Compile a checklist of important aspects that an employer will look for when interviewing a prospective employee (appearance, attitude, communication). Make a list of questions the interviewer may ask. (G, ET: Varies)
4. Choose six students. Half of the students will be prospective employers and the other half job seekers. The job seekers will play different types of people (i.e., sloppy, disinterested, bored, gum chewer, and a model interviewee who has a neat appearance and acts interested). Take turns role playing an interview. Discuss the reaction formed from each role play. (G, ET: 1 hr.)
5. Create a daily checklist for hygiene, grooming, and overall personal appearance. Determine how much time is needed to complete all areas on your checklist. Develop a morning/evening schedule to allow time for needed activities. (I, ET: 30 min.)
6. Attend a workshop or go to the library and conduct research on how to plan a wardrobe or dressing for the work place. Apply what you learned to your own wardrobe. As a group, have a fashion show and critique your fellow students' decisions.
(I and G, ET: Varies)

---

PB 2 (9.02, 9.04, 9.05, 9.08, 9.09, 9.12, 9.13) (CR 10.02, 10.03, 12.02, 12.07)
Benchmark Task: Set a long-term goal and devise a plan of action to evaluate progress and accomplish the goal.

(Basic content areas: Analyzing interests and skills, researching career opportunities and requirements, educational opportunities, management of time and family responsibilities, identifying steps for goal accomplishment, setting targets and times for completion, monitoring progress)

1. Collect sample job descriptions from various companies in your community and share with the class. (I and G, ET: 45 min.)

**COMPETENCIES 9.01, 9.02, 9.03, 9.04, 9.05, 9.06, 9.07, 9.08, 9.09, 9.10, 9.11, 9.12, 9.13, 9.14, 9.15**

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**SAMPLE LEARNING ACTIVITIES**

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PB 2 (Continued)

2. List four activities you like to do and assign a realistic occupation to each activity. For each occupation, determine the skills and education needed for each job. (I, ET: 30 min.)

3. Evaluate your personal and work values and apply them to the four jobs previously listed. Choose one job you would be interested in having. Research that position in more detail. Find out salary, benefits, working conditions, hours, and any other aspect you feel is important. (I, ET: 45 min.)

4. Categorize your skills using the following headings as the categories: aptitudes and talents, basic skills, technical skills, experience (work, volunteer, home life), and education and training. (I, ET: 20 min.)

5. Establish a personal goal that can be accomplished in a two-week period. List the steps needed to achieve the goal. List ways you can record your progress. Share your goal with the class and make suggestions to other classmates on how they can improve their steps to achieve their goal and other ways they suggest to monitor your progress. (I and G, ET: 30 min.)

6. As a class, make a list of different work and personal demands. Discuss what is involved in meeting those demands. (G, ET: 20 min.)

7. Make a list of personal goals and prioritize. Study the way you use your time and develop ways to utilize your time more efficiently. Compile a list of goals you can achieve with the time you have and make a schedule so you can reach your goals. (I, ET: 25 min.)

8. Choose a long-term goal. Write two short- and medium-term goals with timelines as stepping stones to the long-term goal. Create a checkpoint list to accompany the timeline that will monitor your progress. (I, ET: 1 hr.)

---

PB 3 (9.01, 9.02, 9.06, 9.11, 9.12) (CR 8.03, 14.07)
Benchmark Task: Demonstrate knowledge of community laws, regulations, and mores. (Example: Interview an officer, attend a trial, serve on a jury, conduct library research.)

(Basic content areas: Enactment and enforcement of local laws and regulations, city and county law enforcement system, local customs and cultural values, respect for individual differences, community involvement and individual responsibilities)

1. Create a flow chart representing your community's government and local police department. (I or G, ET: 1 hr.)

2. Interview one of your area's police officers. Find out what kinds of problems are important to him/her and what plan of action he/she is taking to solve those problems. Discuss your concerns. Report to the class either orally or written. (I and G, ET: 1 hr.)

**COMPETENCIES 9.01, 9.02, 9.03, 9.04, 9.05, 9.06, 9.07, 9.08, 9.09, 9.10, 9.11, 9.12, 9.13, 9.14, 9.15**

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**SAMPLE LEARNING ACTIVITIES**

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PB 3 (Continued)

3. Work in groups of 3-4 with each group representing a fictional community. Form a neighborhood protection program. Identify the needs and duties of the new organization. Share your program outline with the other groups. (G, ET: 30 min.)

4. Role play as a class using the following scenario: You have reported a crime in progress, but the police have not responded. What do you do? (G, ET: 20 min.)

5. Write a letter to the editor of your local newspaper or to the proper government official identifying an issue that you feel should be addressed. (I, ET: 25 min.)

6. Find out what the Driving Under Influence (DUI) laws are in your state and discuss them as a group. (I and G, ET: 30 min.)

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PB 4 (9.01, 9.02, 9.03, 9.04, 9.05, 9.09, 9.12, 9.15) (CR 2.07)
Benchmark Task: Devise a plan for recreational, cultural, and leisure activities and strategies for accomplishment. (Example: time management, financial management, credit, parenting, self-improvement)

(Basic content areas: Identification of recreational, cultural, and leisure activities available in the local area, self-analysis of needs and interests, recognition of the importance of leisure and recreational activities to physical and mental well being, time management)

1. Complete "The Way I See It" survey (Attachment B). From the information gathered, determine if you are spending too much time and energy on things you don't really value. Make a list of what is important and what is not. Set some immediate and long-range goals to get rid of any non-essential activities that may be taking up too much of your time. Create a schedule to review your goals and examine how you are spending each of your 24 hours per day. (ET: 45 min.)

2. Complete a "Stress Management" survey. Write a summary defining what you have learned about yourself and how you can make improvements. (I, ET: 1 hr.)

3. Work as a group and discuss what recreational facilities, museums, clubs, and entertainment are available in your community and where you might find information about them. Divide into smaller groups and choose one area with similar leisure activities. Research the chosen area to find out what is available, the cost, the time involved, and location. Report to the class. (G, ET: 45 min.)

4. Work as a group and discuss the different responsibilities a person may have when deciding to pursue a special interest. Separate into smaller groups and discuss the scenarios in Attachment C. Choose the person who acts the most responsible and share your decision with the class. (G, ET: 45 min.)

**COMPETENCIES 9.01, 9.02, 9.03, 9.04, 9.05, 9.06, 9.07, 9.08, 9.09, 9.10, 9.11, 9.12, 9.13, 9.14, 9.15**

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**SAMPLE LEARNING ACTIVITIES**

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PB 4 (Continued)

5. Choose a hobby or recreational activity. Determine what you will need to participate in the selected activity. List the different areas of your life this activity will affect (i.e., money, family, work) and how it will affect them. Determine if there needs to be any changes made in your lifestyle to accommodate this new commitment. (I, ET: 30 min.)

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PB 5 (9.02, 9.03, 9.05, 9.07, 9.08, 9.09, 9.15) (CR 2.07)
Benchmark Task: Plan and present a report (oral and/or written) about a special interest area; e.g., hobby, community services, or recreational interest.

(Basic content areas: Planning and organizing information, writing an essay, benefits of special accomplishments to self-esteem)

1. Work in groups of three. Find a two- or three-paragraph informative article in a newspaper or magazine. Take notes and create an outline from the article. Exchange the notes and outline with another group. Without looking at the original, write a report with the information given and share with the class. (G, ET: 45 min.)

2. Choose a special interest area, hobby, community service, or recreational interest to use as a topic for a written and oral report. Locate information and conduct interviews to use as supporting material for your report. (I, ET: 1 hr.)

3. Read through your notes and decide on the best order to present your information. Make an outline for your report. Use your outline to create a rough draft. (I, ET: 20 min.)

4. Work as a group and make a list of important things to remember when writing to inform a particular audience. Choose a partner and critique each other's rough draft. (G, ET: 30 min.)

5. Edit and revise your rough draft. Make sure you proofread your final copy. (I, ET: 30 min.)

6. Attend some kind of public speaking forum (seminar, church, class) or watch someone giving a speech on television. Critique the presentation and write a short summary stating the good and bad points of the speech. Discuss with the class what makes a good presentation and how to keep the audience's attention. Compare a written report to an oral presentation. (I and G, ET: Varies)

7. Review your written report and determine what needs to be added or what kind of changes should be made to use the written report as an oral presentation. Plan an oral presentation and decide if you need any visual aids. (I, ET: 30 min.)

**COMPETENCIES 9.01, 9.02, 9.03, 9.04, 9.05, 9.06, 9.07, 9.08, 9.09, 9.10, 9.11, 9.12, 9.13, 9.14, 9.15**

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## SAMPLE LEARNING ACTIVITIES

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**PB 5 (Continued)**

8. Video tape each student as he/she give an oral presentation and play it back for class discussion. (G, ET: Varies)

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**PB 6 (9.01, 9.04, 9.05, 9.12) (CR 5.04, 8.02, 12.02, 12.04, 12.05, 12.08)**
Benchmark Task: Prioritize and plan for a personal and/or financial commitment; e.g., monthly budget, mortgage, car payments, marriage, or medical care.

(Basic content areas: Planning and organizational skills, goal setting, setting priorities, personal responsibilities, financial and time management, planning for health care)

1. Define Social Security and explain how it works. Explain why a person would want other insurance. Describe the different kinds of insurance and how to obtain each. Create a chart listing the major categories of insurance and the different kinds under each category (Attachment D). (G, ET: 45 min.)
2. Reflect on your personal needs and determine what kind of insurance you are lacking. Research that type of insurance as if you were going to buy it. Create a list of needs that should be covered under your insurance policy. Things to consider: what kind of insurance do you want, where will you buy it, cost/compare, coverage, and deductibles. (I, ET: Varies)
3. Talk with an insurance agent on the different types of policies offered for the specific coverage you want. Compare two or three different policies. (I, ET: 1 hr.)
4. After researching the kind of insurance you need, determine the cost per month. Record your monthly income and expenses to see if the new expense will fit into your budget. Create a new budget including the purchase of insurance. (I, ET: 45 min.)
5. Write a report identifying the people in your life who will be affected by the purchase of insurance. Include any positive benefits and the financial aspect of this new commitment. (I, ET: 30 min.)
6. Determine what makes a Last Will and Testament legal and valid in your state.. Find the definitions for the terms on the handout "Last Will and Testament Vocabulary Words" (Attachment E). (G, ET: 30 min.)
7. Find a sample of a Last Will and Testament and discuss it with the class. (G, ET: 20 min.)
8. Adapt the sample Will to your personal needs making sure you appoint an executor/trix to your estate and a guardian for your minor children if you have any. (I, ET: 20 min.)

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## SELF-MANAGEMENT SKILLS - KCBAE Level III

**COMPETENCIES 9.01, 9.02, 9.03, 9.04, 9.05, 9.06, 9.07, 9.08, 9.09, 9.10, 9.11, 9.12, 9.13, 9.14, 9.15**

### RESOURCES

| | |
|---|---|
| J. Weston Walch. | Easy Manners for Every Day |
| Contemporary. | Work-Wise Tactics for Job Success<br>Communication Skills that Works |
| JIST Works, Inc. | Leisure Search Inventory<br>Occupational Outlook Handbook<br>Dictionary of Occupational Titles<br>Encyclopedia of Career and Vocational Guidance<br>Skills Advantage (Video) |
| National Textbook Co. | Practical English Writing Skills |
| New Readers Press. | Insuring Yourself |
| South-Western Publishing Co. | Career Planning and Development |
| UK College of Agriculture. | "Vitality-Tap Your Resources" (Brochure) |
| Workforce Cabinet. | Parent Time Curriculum Guide<br>Parent as Worker |

#### Computer Games

| | |
|---|---|
| CCV. | Getting Along with Others<br>Employability Inventory<br>Improving Your Self-Concept<br>Life and Career Planning: The Future is Yours<br>Setting Career Goals the Micro Way |
| Individual Software Co. | Resume Maker with Career Planning |

### ADDITIONAL RESOURCES

COMPETENCIES 9.01, 9.02, 9.03, 9.04, 9.05, 9.06, 9.07, 9.08, 9.09, 9.10, 9.11, 9.12, 9.13, 9.14, 9.15

## ADDITIONAL LEARNING ACTIVITIES

# PERSONAL ATTRIBUTES

______ Clean hair
______ Friendly tone of voice
______ Bad odor
______ Demanding
______ Smokes
______ Says thank you
______ Shows interest
______ Sloppy clothing
______ Looks you in the eye
______ Smiles
______ Bites nails / or other similar habits
______ Clean hands and nails
______ Neat clothing
______ Swears
______ Yawns / looks at watch
______ Touches your arm or leg when talking
______ Good listener
______ Asks politely
______ Chews gum
______ Flashy dresser
______ Bad breath

**PB 4/ACTIVITY 1**
**ATTACHMENT B**
**SELF-MANAGEMENT**
**ADVANCED LEVEL**
**PAGE 1 OF 1**

# *Juggling Your Work, Personal & Family Life*
# THE WAY YOU SEE IT

In my opinion, the three most important factors in juggling work, personal and family life are:

a.

b.

c.

When it comes to balancing work, personal and family life, what is your biggest challenge?

Are you pleased with the division of labor in your home? Suggested changes?

With regard to time management, what I do best is:

In managing my time, an area I want to improve is:

In terms of juggling my work, personal and family time, if I could have one wish it would be:

**University of Kentucky**
**College of Agriculture**
**Cooperative Extension Service**
**Room S-105**
**Agriculture Science Building-North**
**Lexington, KY 40546**

Name: Richard

Employment: accountant

Age: 42

Status: divorced

Children: none

Richard works for an accounting firm and hopes to be with the company for a long time. He owns his own home and enjoys planting flowers and shrubs. He does not have much knowledge of landscaping, so he enrolls in a horticulture class. Richard enjoys it so much that he joins a landscaping club that meets once a month. He applies what he has learned to his yard which has increased the value of his home.

Name: Alice

Employment: teacher

Age: 45

Status: divorced

Children: (1) age - 17

Alice is an alternate flute player for the local orchestra. She takes private lessons and practices very hard. Only seldom does she get to play in an actual concert, but she still enjoys participating at practice. Alice's 17 year-old daughter enjoys going to the concerts with her mother. Because some of the family's money is taken for flute lessons and travel expenses, Alice's daughter has an after-school job to pay for her own extra-curricular activities. She has learned a lot about responsibilities from having this part-time job.

**PB 4/ACTIVITY 4**
**ATTACHMENT C**
**SELF-MANAGEMENT**
**ADVANCED LEVEL**
**PAGE 2 OF 2**

Name: John
Employment: government worker
Age: 29
Status: married - wife is a nurse
Children: (2) ages - 6 and 2

John loves to play softball. He plays on two different teams and the season runs from spring into fall. He may play two to three nights a week and is sometimes gone on the weekends playing in tournaments. During the off season, he works out at the local gym. John is a very dedicated athlete and enjoys softball tremendously.

Name: Mary
Employment: part-time employment
Age: 36
Status: married - husband works at the local factory
Children: (2) ages - 13 & 10

Mary works part time and is very involved with her family and their activities. She also collects antique jewelry. She has many books on the subject. Once or twice a month, she attends an antique show to find treasures to add to her collection. Money does not seem to concern her when she finds a piece of jewelry likes. Mary will pay several hundred dollars for one piece. She has built up quite a collection and is very proud of it.

PB 6/ACTIVITY 1
ATTACHMENT D
SELF-MANAGEMENT
ADVANCED LEVEL
PAGE 1 OF 2

C-09-463

| HEALTH | LIFE | PROPERTY | DISABILITY | RETIREMENT |
|---|---|---|---|---|
| BASIC: Hospital | TERM LIFE INSURANCE: | AUTO INSURANCE: | SOCIAL SECURITY: | SOCIAL SECURITY |
| MAJOR MEDICAL: | STRAIGHT LIFE: | Medical- | PRIVATE DISABILITY: | PRIVATE PENSION: |
| | | Collision- | | |
| | | Comprehensive-covers | | |
| HMO. | CREDIT LIFE INSURANCE: | | WORKMEN'S COMPENSATION: | IRA: |
| MEDICAID: | MORTGAGE INSURANCE: | HOMEOWNERS: | | ANNUITY: |
| MEDICARE: | GROUP LIFE INSURANCE: | RENTERS: | | |

## HEALTH

BASIC: Hospital
Physician
Surgical

MAJOR MEDICAL: covers large medical bills. When your basic insurance runs out, major medical begins.

HMO: Health Maintenance Organization

MEDICAID: low income familes

MEDICARE: health insurance through Social Security for those over 65.

## LIFE

TERM LIFE INSURANCE: protects the family if you die but doesn't build up savings while you live

STRAIGHT LIFE: protects the family in case of death and also builds savings while you live.

CREDIT LIFE INSURANCE: the insurance company pays your debt if you die.

MORTGAGE INSURANCE: the insurance company will pay off your home if you die.

GROUP LIFE INSURANCE: life insurance offered through your place of employment but only lasts while you are at that job.

## PROPERTY

AUTO INSURANCE:

Liability-when it is your fault and only damages will be paid to the other car.

Medical-injuries for you and those in your car.

Collision-covers repairs to your ca.r

Comprehensive-covers damages not caused by collision and covers your car only.

HOMEOWNERS: fire, theft, personal liability, and acts of nature to a home you own are covered.

RENTERS: protects your personal belongings when someone else owns the property where you live.

## DISABILITY

SOCIAL SECURITY: those who paid into Social Security, but is limited

PRIVATE DISABILITY: protects you when you are injured and can not work

WORKMEN'S COMPENSATION: if you are hurt on the job, your employer should pay medical expenses.

## RETIREMENT

SOCIAL SECURITY

PRIVATE PENSION: available through employers

IRA: Individual Retirement Account

ANNUITY: obtained from a life insurance company that guarantees you money while you are still alive.

# LAST WILL AND TESTAMENT VOCABULARY WORDS

Last Will and Testament:

Testate:

Intestate:

Trustee:

Guardian:

Executor:

Executrix:

Revoke;

Probate:

Notary Public:

Beneficiary:

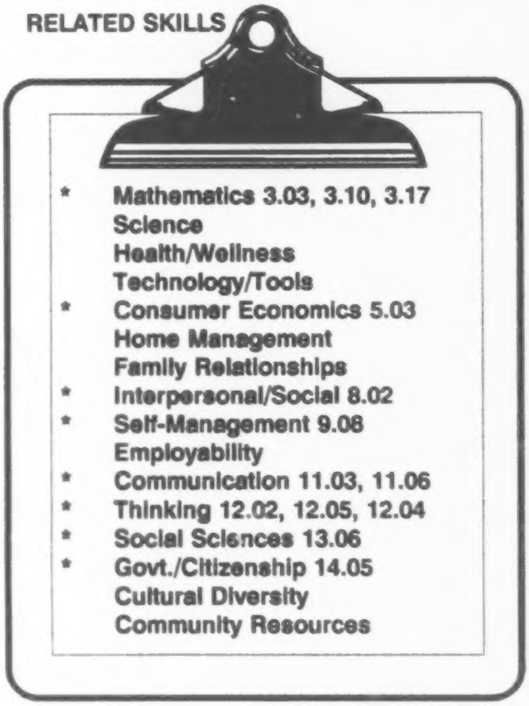
# Duty Area: SCIENCE

Beginning Level

KCBAE Level I

**COMPETENCIES:**
1.01 Demonstrate knowledge of natural resources
1.03 Discuss properties of classifications of matter
1.04 Discuss factors influencing our environment

## RELATED SKILLS



* Mathematics 3.03, 3.10, 3.17
Science
Health/Wellness
Technology/Tools
* Consumer Economics 5.03
Home Management
Family Relationships
* Interpersonal/Social 8.02
* Self-Management 9.08
Employability
* Communication 11.03, 11.06
* Thinking 12.02, 12.05, 12.04
* Social Sciences 13.06
* Govt./Citizenship 14.05
Cultural Diversity
Community Resources

## PREREQUISITES

Basic reading level

## PROGRESS BENCHMARKS

1. Prepare a display illustrating the use and misuse of natural resources
2. Demonstrate the effect of temperature change on metal, air, and liquid and describe what changes take place
3. Demonstrate the Law of Conservation of Matter
4. Illustrate and explain the statement "all energy in the world comes from the sun"
5. Classify items on a list of resources as renewable or expendable and project the year that each expendable resource would be depleted based on the current use or destruction rate
6. Conduct an experiment on air pollution and write your conclusions about what you learned

## TERMINOLOGY

Terms that students should know or learn as part of this lesson.

Natural resource
Mass
Generator
Renewable
Latitude
Pollution
Substance
Volcano
Utilities
Kilowatt
Expendable
Longitude
Parallels
Geologist
Inorganic
Matter
Meridians
Ecosystems
Energy

## REFLECTIONS

Science reflects what, who, and where we are. We are science. All of the laws, principles, and actions that govern students' day-to-day lives find their genesis in science. Students need to understand that they are immersed in the broth of science, and that they already know more than they realize. This section should be a discovery of what is around students and how science affects their lives.

COMPETENCIES 1.01, 1.03, 1.04

SAMPLE LEARNING ACTIVITIES

PB 1 (1.01, 1.04) (CR 3.17, 11.11, 11.07, 13.06, 14.05)
Benchmark Task: Prepare a display illustrating the use and misuse of natural resources. Collect articles, photos, and cartoons related to this problem to use in the display.

(Basic content areas: Types of natural resources, consumption of natural resources, map reading skills)

1. List 10 natural resources, explain their uses, and locate 3 of these resources on a state map. (I, ET: 1 hr.)
2. Identify the three types of rock, according to geologists, and give examples of each. (I, ET: 1 hr.)
3. Go as a group and visit one of your public utilities: i.e., water company, dam, electric generator. Then, either make a miniature model or design a poster that describes the process. Present the poster to a local school. (G, ET: 3 hrs.)
4. Define the following terms: parallels or lines of latitude, meridians or lines of longitude, and prime meridian. Then find a map or globe with these identified; and pinpoint Washington, D.C.; London, England; and your home town. (I, ET: 1 hr.)
5. Working with a group of 3-5 students, identify how solid waste is disposed of in your region. Find out how much waste was generated each year for the last five years in each county and write a report for the local newspaper. (G, ET: 3 hrs.)

PB 2 (1.03) (CR 12.03, 12.05)
Benchmark Task: Demonstrate the effect of temperature change on metal, air, and liquid and describe what changes take place.

(Basic content areas: Properties and classifications of matter, how matter changes, expansion and contraction of solids)

1. Give examples of three forms of matter in daily living and how you use these forms – solids, liquids, and gases. (I, ET: 1 hr.)
2. Water moves along earth's land, bodies of water, and into the atmosphere in what is called the water cycle. Describe this process and draw a picture. (I, ET: 1 hr.)
3. As a group of students, go to the county highway or state highway office. Interview the local engineer on how hot and cold affects the roads and what maintenance precautions are taken. (G, ET: 3 hrs.)
4. "All matter is either a mixture or a pure substance." Explain this statement and give examples. (I, ET: 1 hr.)

COMPETENCIES 1.01, 1.03, 1.04

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SAMPLE LEARNING ACTIVITIES

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PB 2 (Continued)

5. Build a model or make a poster of a live volcano. Identify the various forms of matter. Also make a map and show where there are live volcanos in the United States. (G, ET: 3 hrs.)

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PB 3 (1.03) (CR 8.02, 9.08, 11.03, 11.06, 11.07, 12.03, 12.04, 12.05, 12.08)
Benchmark Task: Demonstrate the Law of Conservation of Matter. Matter is not destroyed but may change forms. Conduct a demonstration or prepare a display demonstrating how matter may change forms. (Examples: Ice into water, water into steam, and grape juice into wine.)

(Basic content areas: Scientific method, properties and classification of matter, how matter changes, effects of temperature on matter)

1. Conduct a simple experiment changing matter from one form to another. Write conclusions about your experiment. (I, ET: 1 hr.)

2. Identify three different kinds of precipitation, and explain why they are different and what circumstances made them that way. (I, ET: 1 hr.)

3. List the five steps in "the scientific method" and give an example for each. (I, ET: 1 hr.)

4. Go to the local library and get a copy of the weather forecast for the 25th day of the month for the last twelve months; then show examples for each month of matter that will change through the year. Organize a group presentation for your school on "the effects of temperature on matter." (G, ET: 3 hrs.)

5. We know that matter is anything that has mass and occupies space; however, there is organic and inorganic matter. Define and give examples of each. (I, ET: 1 hr.)

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PB 4 (1.01) (CR 3.10, 3.03, 5.03, 8.02, 9.08, 11.08, 12.04)
Benchmark Task: Illustrate and explain the statement "all energy in the world comes from the sun."

(Basic content areas: Measurement of kilowatts or meters, multiplication with decimals, energy conservation measures)

1. Bring an electric gas bill from home. Determine how much of the resource was used and how the bill was calculated. List four ways energy usage can be reduced. (I, ET: 1 hr.)

2. Define kilowatt and establish how much energy is in a kilowatt. Call the local utility and find out what can be done with one kilowatt. (I, ET: 1 hr.)

3. Visit or call your local utility and get all brochures on making your home more energy efficient and design a plan for your home or a friend's home. (I, ET: 2 hrs.)

## COMPETENCIES 1.01, 1.03, 1.04

## SAMPLE LEARNING ACTIVITIES

PB 4 (Continued)

4. Have a group devise a plan to make the learning center or school more energy efficient, how much the changes will cost, and an estimate of savings over a 3-year period. Present this to the local superintendent. (G, ET: 3 hrs.)

5. Identify how many different energy sources are available in your community, and rank them in order of efficiency. Then rank them in order of cost. (I, ET: 2 hrs.)

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PB 5 (1.01, 1.04) (CR 11.03, 11.07, 11.08, 11.11, 12.03, 14.05)
**Benchmark Task:** Classify items on a list of resources as renewable or expendable and project the year that each expendable resource would be depleted based on the current use or destruction rate: water, sun, natural gas, wind, coal, forest, and oil.

(Basic content areas: Value of resources, why resources are renewable or expendable, uses of resources, conservation measures)

1. Define and give examples of renewable resources and expendable resources. (I, ET: 1 hr.)

2. Develop a list of local resources that are used by the local school system and which are renewable and which are expendable. (I, ET: 2 hrs.)

3. Renewable and expendable resources are a constant concern for our country, state, and community. Name five of each, and explain why our governments are so concerned. (I, ET: 2 hrs.)

4. Conservation of our resources is very important to our country. List the resources that are scarce and those that are abundant. (I, ET: 30 min.)

5. Identify 3-5 major types of pollution in our state and discuss in writing or make a poster showing the effects of the pollution on water, soil, air, forests, and other resources. To get the information needed, call the local soil conservation service, contact the environmental protection agency, 401 Main Street SW, Washington, D.C. 20460 or other appropriate source of information. (I, ET: 1 hr. 30 min.)

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PB 6 (1.01, 1.04) (CR 11.03, 11.06, 11.07, 11.08, 11.09, 11.10, 11.11 12.02, 12.03, 12.04, 12.05, 12.08, 14.05)
**Benchmark Task:** Conduct an experiment on air pollution and write your conclusions about what you learned. Spread a thin layer of vasoline over one side of each of 4 index cards (3 X 5 inches). Make a hole in the corner of each card and tie a string through the hole. Select 4 places to measure pollution for a week. Hang one card in each place. After a week, collect the cards and examine the amount of visible air pollution from each site. Describe in writing each location and the amount of visible pollution collected.

COMPETENCIES 1.01, 1.03, 1.04

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SAMPLE LEARNING ACTIVITIES

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PB 6 (Continued)

(Basic content areas: Pollution sources, effects of pollution, local regulations related to pollution, problem-solving process, writing skills)

1. Identify a major source of pollution in the environment of your local community. Research measures that can be taken to reduce this pollution. Write a paper describing what you learned and your suggestions for reducing the pollution. (I, ET: 2 hrs.)
2. Visit the Department of Health and find out what are the most common sources of pollution in your community, and develop a plan to help reduce these problems. Then present this plan to the department or your class. (G, ET: 3 hrs.)
3. Check to see if your community is recycling usable waste. If they are, make this process known to your classmates; and if not, work on developing a plan to recycle. (I, ET: 2 hrs.)
4. Identify all agencies that are involved if a local company has a dangerous substance to spill, and the procedures for reporting and dealing with this. Write a report as if this had happened, and get a local company to help you. (G, ET: 2 hrs.)
5. Read about ecosystems. Draw a poster or prepare an exhibit of how an ecosystem can cleanse itself. (I, ET: 2 hrs.)

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RESOURCES

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| | |
|---|---|
| Steck-Vaughn. | 1) Matter, Motions, and Machines<br>2) Basic Science for Living<br>3) Science Today |
| Globe. | Earth Science<br>Planet Earth Series<br>Our Disappearing Rain Forests<br>Protecting the Ocean<br>Alternate Sources of Energy<br>Science Workshop Series<br>Matter and Energy |
| Contemporary. | Building Basic Skills in Science |
| Lakeshore. | 1) Ecology<br>2) Earth Science |
| | Computer Software |
| Earthquest. | Earthquest, Interactive Software, $40 |

BEST COPY AVAILABLE

COMPETENCIES 1.01, 1.03, 1.04

## ADDITIONAL RESOURCES

## ADDITIONAL LEARNING ACTIVITIES

# Duty Area: SCIENCE

Intermediate Level

KCBAE Level II

**COMPETENCIES:**

1.01 Demonstrate knowledge of natural resources
1.02 Demonstrate knowledge of simple machines
1.03 Discuss properties of classifications of matter
1.04 Discuss factors influencing our environment

## RELATED SKILLS

* Mathematics 3.04, 3.17, 3.18
Science
Health/Wellness
Technology/Tools
* Consumer Economics 5.03
Home Management
Family Relationships
Interpersonal/Social
Self-Management
Employability
* Communication 11.09, 11.05
* Thinking 12.03, 12.05, 12.08
Social Sciences
Govt./Citizenship
Cultural Diversity
Community Resources

## PREREQUISITES

Mastery of beginning science
Basic mathematical skills
Basic reading skills

## PROGRESS BENCHMARKS

1. Define energy and make a chart showing 10 items used in your everyday life
2. Present a demonstration which illustrates acceleration, friction, and force
3. Make a bulletin board illustrating simple and compound machines and their uses in daily life
4. Identify 10 common elements from the Periodic Table and give the element name, symbol, and atomic number of each one
5. Discuss causes and suggested solutions for energy shortages
6. Write an example of Newton's 3 laws of motion or demonstrate one or more of the laws

## TERMINOLOGY

Terms that students should know or learn as part of this lesson.

Conservation
Velocity
Diagram
Pulley
Efficiency
Acceleration
Compound machine
Gravity
Motion
Periodic table
Power
Kilowatt
Components
Output
Physical
Mixture
Sources
Input
Solution
Consumed
Friction
Fulcrum
Force

## REFLECTIONS

Science at the intermediate level is more of a stretch for students. The students need to start understanding how laws, principles, and forces interrelate. Just to know information is not enough for students. We must show the students how to use the information. Using information correctly should be the first stage for self-actualizing science into the students' lives.

COMPETENCIES 1.01, 1.02, 1.03, 1.04

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SAMPLE LEARNING ACTIVITIES

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PB 1 (1.01, 1.04) (CR 3.17, 3.18, 5.03, 11.09, 12.03, 12.05, 14.05)
Benchmark Task: Define energy and make a chart showing 10 items used in your everyday life. Beside of each item, classify the form of energy as mechanical, chemical, heat, electric, electromagnetic, or nuclear.

(Basic content areas: Energy sources, energy conservation measures, and interpretation of utility bills)

1. Chart the usage of the natural resource used for cooling and/or heating your home and describe measures that can be taken to reduce the amount consumed. (I, ET: 1 hr.)

2. Call your local utility company and ask them to send you a booklet on how to read and interpret your utility bill. Make a copy of your bill and label what all the numbers stand for. Then for the next thirty days take a reading of your meter (for the same period that the utility company does) and see if your calculations are close to their numbers. (I, ET: 3 hrs.)

3. Call your local utility and get them to send you information on conservation of energy or write the Department of Energy in Washington, D.C., for the information. Develop a plan to make your home more energy efficient and establish a budget for this. What would cause the greatest savings, what would cause the least? (I, ET: 1 hr. 30 min.)

4. What are the energy sources available to you in your community? What would be the electrical cost to you per kilowatt hour? What is the cost for gas per cubic foot? (I, ET: 30 min.)

5. Why do we need to conserve energy? Is it because it costs too much, is it because it is a finite resource, or is it because of another reason. Please explain your answer in detail. (I, ET: 45 min.)

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PB 2 (1.02) (CR 11.12, 12.05, 12.08)
Benchmark Task: Present a demonstration that illustrates acceleration, friction, and force.

(Basic content areas: Motion, force, speed, acceleration, velocity, work, friction, kinds of simple machines--lever, inclined plane, fulcrum, wedge, screw, pulley, and wheel and axle)

1. Examine a simple machine; identify its components and functions. (I, ET: 45 min.)

2. Define motion, force, speed, acceleration, velocity, work, and friction; then, show how each of these might be applied to an automobile. (I, ET: 1 hr.)

3. The following seven kinds of simple machines--lever, inclined plane, fulcrum, wedge, screw, pulley, and wheel and axle--are used in many different kinds of business to do work. Make a drawing of each kind of machine and give two examples of how each machine is used. (I, ET: 2 hrs.)

COMPETENCIES 1.01, 1.02, 1.03, 1.04

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SAMPLE LEARNING ACTIVITIES

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PB 2 (Continued)

4. Resistance, effort, mechanical advantage input, output, efficiency, power, and compound machine are all terms that are used to describe machines. Define the terms and give an example for each. (I, ET: 40 min.)

5. An automobile is an example of a compound machine. A group of students should go to a local car dealership and get the diagrams of several cars. They should then make posters showing the various forms of machines in each car. They should make a presentation to classmates. (G, ET: 3 hrs.)

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PB 3 (1.02) (CR 11.12, 12.05, 12.08)
Benchmark Task: Make a bulletin board illustrating simple and compound machines and their uses in daily life.

(Basic content areas: Lever, wheel, inclined plane, fulcrum, pulley)

1. Describe in a short essay how simple machines help us. (I, ET: 40 min.)

2. Mechanical advantage, efficiency, output, input, and power are all used to describe machines. Define and explain the way each is important. (I, ET: 30 min.)

3. Describe the use of the lever and fulcrum as a machine. Draw a diagram and give three examples of its use. (I, ET: 45 min.)

4. The wheel has been called "The greatest invention of all time." Why would someone say that and what has been the impact of the wheel on mankind? (I, ET: 1 hr.)

5. The pulley and the inclined plane allow man to move weight that he normally could not move. Draw examples of these machines and explain how these machines can be used. (I, ET: 1 hr. 30 min.)

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PB 4 (1.03) (CR 11.11)
Benchmark Task: Identify 10 common elements from the Periodic Table and give the element name, symbol, and atomic number of each one.

(Basic content areas: Matter, states of matter, structure of atoms, elements, periodic table, changes in matter)

1. Make a vocabulary list, including definitions of the following terms: protons, neutrons, molecules, atoms, chemical formula, atomic numbers, mixtures, solutions, boiling point, freezing point, physical and chemical changes, and chemical reaction. (I, ET: 30 min.)

2. Scientists classify matter in two groups: organic matter and inorganic matter. Explain the difference and give three examples of each. (I, ET: 40 min.)

COMPETENCIES 1.01, 1.02, 1.03, 1.04

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SAMPLE LEARNING ACTIVITIES

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PB 4 (Continued)

3. Scientists also classify matter into three physical states: solids, liquids, and gases. Explain the difference and give three examples of each. (I, ET: 40 min.)

4. Matter also may be classified as elements, compounds, and mixtures. Explain the difference. Include in your answer the explanation of solution, physical change, and chemical change. (I, ET: 40 min.)

5. What is the periodic table? Explain what the groups are and how this is used to determine how an element atom is made up. Pick out two elements; draw and label each part of their atom. (I, ET: 1 hr.)

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PB 5 (1.04) (CR 3.04, 5.03, 12.03, 12.05, 12.08)
Benchmark Task: Discuss causes and suggested solutions for energy shortages.

(Basic content areas: Energy, measurement units such as kilowatts, meters, or cubic feet, calculation of percentages)

1. Compare monthly utility bills. Identify causes for higher or lower usage. Calculate percentage of monthly income spent for utilities. (I, ET: 1 hr.)

2. Many homes have gas, electric, water, and gasoline bills. Get copies of each of these and add all of them together, then change each to a percentage. Create a pie graph that will portray the proportion of each. (I, ET: 1 hr.)

3. Electricity is measured by kilowatts or kilowatt hours. Make a drawing of your meter(s) and how this is to be read. Define kilowatt and give an example of how much that is. (I, ET: 1 hr.)

4. Natural gas is sold or measured by cubic feet. What is a cubic foot? Where does most of the natural gas come from; find which pipe line serves your community and where it originates? (I, ET: 1 hr.)

5. Work with 1 or 2 other students and prepare a bulletin board display on a conservation of energy topic. You may include news articles dealing with conservation and articles describing misuse of natural resources. (G, ET: 2 hrs.)

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PB 6 (1.02, 1.03) (CR 11.03, 12.05, 12.06, 12.08)
Benchmark Task: Write an example of Newton's 3 laws of motion or demonstrate one or more of the laws.

(Basic content areas: Laws of motion--motion maintained by balanced forces, friction, action and reaction)

**COMPETENCIES 1.01, 1.02, 1.03, 1.04**

## SAMPLE LEARNING ACTIVITIES

PB 6 (Continued)

1. Identify Newton's three laws of motion and give examples of each. (I, ET: 30 min.)
2. Friction, speed, velocity, mass, acceleration, deceleration, and inertia are all terms used in describing motion. Define all of the terms and describe their relationship to one another. (I, ET: 30 min.)
3. Friction causes many problems with equipment, motors, and everyday life. Describe how friction can be both good and bad and give examples. (I, ET: 30 min.)
4. Gravity keeps us from falling into space, so what is this force? What causes gravity to exist? Why is there greater pull or pressure on us under water than when we are in a balloon? (I, ET: 30 min.)
5. "For every action there is an equal reaction." This is one of the prime laws of physics. Explain what this means and give examples of this law. (I, ET: 30 min.)

## RESOURCES

| | |
|---|---|
| Steck-Vaughn. | 1) Matter, Motion, and Machines<br>2) Basic Science for Living<br>3) Physical Science<br>4) Earth and Life Science |
| Globe. | Earth Science |
| Contemporary. | 1) Building Basic Skills in Science<br>2) Contemporary's Foundations Science |

**Multimedia**

| | |
|---|---|
| Sunburst. | 1) The Atom/The Periodic Table, Videotape, $59<br>2) States of Matter/The Mole, Videotape, $59 |

## ADDITIONAL RESOURCES

**COMPETENCIES 1.01, 1.02, 1.03, 1.04**

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## ADDITIONAL LEARNING ACTIVITIES

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# Duty Area: SCIENCE

Advanced Level

KCBAE Level III

**COMPETENCIES:**

1.03 Discuss properties of classifications of matter
1.04 Discuss factors influencing our environment
1.05 Demonstrate knowledge of human biology
1.06 Identify characteristics of plants and animals
1.07 Apply scientific methods to life situations

## RELATED SKILLS

Mathematics
Science
* Health/Wellness 2.10
Technology/Tools
Consumer Economics
Home Management
Family Relationships
* Interpersonal/Social 8.04
* Self-Management 9.01, 9.02
Employability
* Communication 11.03, 11.08
* Thinking 12.02, 12.03, 12.08
* Social Sciences 13.05, 13.06
Govt./Citizenship
Cultural Diversity
Community Resources

## PREREQUISITES

Read on a GED level

## PROGRESS BENCHMARKS

1. Identify the human body systems and functions
2. Research the effects of temperature, sound, and light on the human body
3. Determine chemical formulas of five items used in everyday life; i.e., salt, carbon dioxide, and water
4. On a map of North America, draw the location of source areas of four different air masses which affect our weather
5. Discuss the relationship of climate, weather, and environment
6. Prepare a research paper on space as the new frontier and our country's space program

## TERMINOLOGY

Terms that students should know or learn as part of this lesson.

Human cell
Elements
Asteroid
Disease
Bonded
Atom
Erosion
Galaxy
Solutions
Reproductive cycle
Fusion
Ionic
Mixtures
Nuclear
System
Organ
Solar system
Environment
Human anatomy
Compound
Universe
Fahrenheit

## REFLECTIONS

Students should be looking for mastery of subject areas in science. Students should be able to use the principles, laws, and forces in a conversation and apply these concepts to their daily lives. Students need to be able to write and understand how science fits into their personal and work life. Tomorrow belongs to the science students of today.

COMPETENCIES 1.03, 1.04, 1.05, 1.06, 1.07

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SAMPLE LEARNING ACTIVITIES

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PB 1 (1.05, 1.06) (CR 11.14, 12.03, 12.08)
Benchmark Task: Identify the human body systems and functions. Select one of the systems and prepare a poster illustrating what you have learned about the system.

(Basic content areas: Human cell, principal organs of the body, systems and functions, human reproduction, diseases, healthy life style, characteristics of plants and animals, communicating ideas visually)

1. The building block of the human body is the cell. Diagram the human cell and label its parts. Many cells are created and die each day. Explain this process. What happens when more cells are dying than are being produced? (I, ET: 1 hr.)

2. List the principal organs of the human body and their role and function. Make a list of diseases and illnesses that can affect each of these organs and preventive measures. (I, ET: 45 min.)

3. Explain the complete human reproductive cycle from the creation of sperm and egg through birth. What are the diseases that may have an impact on the sexual process or affect the fetus? How can these diseases be prevented? (I, ET: 45 min.)

4. What is a healthy life style? Find the average age of death for males and females in 1900, 1920, 1940, 1960, and 1990. List the factors that have made a difference in length of life. (I, ET: 2 hrs.)

5. Read the worksheet in Attachment A. Write 3 statements about the importance of oxygen to the human body. Draw a diagram of the respiratory system labeled to show how the body uses the air we breathe in connection with the food we eat. (I, ET: 1 hr.)

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PB 2 (1.04, 1.05, 1.07) (CR 9.01, 9.02, 11.03, 11.08, 11.09, 11.11)
Benchmark Task: Research the effects of temperature, sound, and light on the human body. Write an essay explaining how the systems of the body are affected.

(Basic content areas: Five senses of the body; transmission of light and sound; measurements of light, sound, and temperatures; conversion of Fahrenheit to Celsius, boiling points, freezing points; human sensitivity to temperature, sound, and light)

1. Identify the 5 senses of the body and list their role or function. Watch TV and make a list of how the advertisers appeal to each sense area to sell their products. Why do advertisers do this? (I, ET: 1 hr.)

2. The formula for converting Fahrenheit reading to Celsius reading is: $( F - 32 ) \times 5/9 = C$. Why are there 2 different scales? What is freezing on both scales? What is the boiling points on both scales? (I, ET: 20 min.)

COMPETENCIES 1.03, 1.04, 1.05, 1.06, 1.07

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SAMPLE LEARNING ACTIVITIES

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PB 2 (Continued)

3. When man decided to go to the moon, one of the greatest challenges was dealing with extreme heat and cold. Describe why this was a problem and how the challenges were overcome. (I, ET: 40 min.)

4. Define noise pollution and how this is a real danger to man today. (I, ET: 40 min.)

5. Define and give an example of conduction, convection, and radiation. Demonstrate these three methods of heat transfer using a candle, a match, and a nail. (I, ET: 30 min.)

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PB 3 (1.01, 1.03, 1.07) (CR 2.10, 11.08, 12.08)
Benchmark Task: Determine chemical formulas of five items used in everyday life; i.e., salt, carbon dioxide, and water.

(Basic content areas: Chemical elements, periodic table, chemical changes, compounds, mixtures, solutions, ions, ionic bond, covalent bond)

1. Get a copy of the Periodic Table and explain: (1) why elements are grouped together and their characteristics, (2) what is the atomic number, atomic mass, and (3) what is a shell? (I, ET: 40 min.)

2. Matter is made up of chemical elements and the smallest particle of that element is an atom. Diagram an atom and its various parts. Pick 5 elements from the Periodic Table and make a copy of their atom structure. Explain how they are different. (I, ET: 45 min.)

3. What is a compound? Define molecule, covalent bond, and ionic bond. Five examples of several compounds and how the elements are bonded together. (I, ET: 30 min.)

4. Compounds, mixtures, and solutions are all ways of combining elements. How are they different and give 2 examples of each? (I, ET: 30 min.)

5. Draw electron dot models to show molecules of hydrogen, aluminum, sodium, and potassium. (I, ET: 45 min.)

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PB 4 (1.01, 1.02, 1.04, 1.07) (CR 11.08, 11.10, 11.11, 12.02, 12.05, 12.08)
Benchmark Task: On a map of North America, draw the location of source areas of four different air masses which affect our weather.

(Basic content areas: Mass, weight, energy, energy sources, heat, wind, water, steam, nuclear energy, energy conservation)

1. Clip and bring to class newspaper or magazine articles relating to energy and motion. For each article, identify the main idea, whether fact or opinion is stated, cause and effect, and summarize the author's conclusions. (I, ET: 2 hrs.)

COMPETENCIES 1.03, 1.04, 1.05, 1.06, 1.07

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SAMPLE LEARNING ACTIVITIES

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PB 4 (Continued)

2. Man has tried to use nuclear energy to create electricity and has had mixed results. What is the difference between fission and fusion? What are the biggest challenges to the use of nuclear energy? (I, ET: 25 min.)

3. In the U.S. there are many different ways for one to heat his/her home. Show examples of the different kinds of ways we heat our homes and which is the most efficient. Which heat source is the most abundant? (I, ET: 45 min.)

4. What are the various ways we produce electricity and what are the various energy sources? (I, ET: 30 min.)

5. Coal is a fossil fuel. Describe how coal is formed or draw a poster to illustrate coal's formation. (I, ET: 1 hr.)

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PB 5 (1.01, 1.04, 1.07) (CR 12.05, 13.03, 13.05, 13.06)
Benchmark Task: Discuss the relationship of climate, weather, and environment. Select a country and write an essay describing how climate and weather affect the environment and topography of the land.

(Basic content areas: Erosion, soil features, glaciers, ocean currents, seasons, latitude and longitude, atmosphere, winds, clouds, storms, earthquakes, volcanoe)

1. Earthquakes are a problem for man. In the United States there are several major faults. Make a map of the U.S. and locate these faults. What is the Richter Scale and how is this used to describe earthquakes? (I, ET: 1 hr.)

2. Everyday the weather forecaster tells us what we can expect for the next few days. Go to the library and look up copies of U.S.A. Today newspaper and describe what the wind, clouds, and storms have done for the last 30 days in your home county. Is this the same for the rest of the state or country? Why? (I, ET: Varies)

3. Describe the features of soil and make a diagram. What causes erosion? There is an enormous delta where the Mississippi spills into the Gulf of Mexico. What has caused this to grow and where does the soil come from? (I, ET: 45 min.)

4. We have heard a lot about the ice age and how old the glaciers are at the North and South Poles. What is a glacier and during the ice age how far did it extend over North America? What are the major alterations it caused to the face of the land? (I, ET: 30 min.)

5. What effect do the ocean currents have upon England? Make a drawing and explain what would happen if these currents were altered. (I, ET: 1 hr.)

COMPETENCIES 1.03, 1.04, 1.05, 1.06, 1.07

## SAMPLE LEARNING ACTIVITIES

PB 5 (Continued)

6. Find a globe of the earth and identify and define longitude, latitude, prime meridian, Equator, Tropic of Cancer, Tropic of Capricorn, North and South Poles. Locate the town where you were born and identify the longitude and latitude. (I, ET: 45 min.)

PB 6 (1.03, 1.04, 1.07) (CR 8.04, 11.08, 11.09, 11.11, 12.03, 12.05, 12.08)
Benchmark Task: Work with another student to research our country's space program: past achievements, failures, purposes, and future goals. Jointly prepare a paper describing what you have learned and discussing your opinion of the importance of space as the new frontier.

(Basic content areas: Solar system, inner and outer planets, asteroids, meteors, comets, stars, galaxy)

1. Identify how many planets are in our solar system and describe characteristics of each planet. (I, ET: 1 hr.)
2. Make a chart or mobile of the solar system. (I, ET: 2 hrs.)
3. What is the difference between asteroids, meteors, and comets? Define and give examples. How do these affect Earth? (I, ET: 30 min.)
4. Our sun is a star and it belongs to a Galaxy. What is the universe and how do we fit into all of these? (I, ET; 20 min.)
5. Write a story about how man has changed his view about the sun and the solar system from ancient times until today. (I, ET: 1 hr. 30 min.)

## RESOURCES

| | |
|---|---|
| Steck-Vaughn. | The Human Body<br>The Wonders of Science: The Earth and Beyond<br>Pre GED Science<br>GED Science<br>GED Exercise Book: Science |
| South-Western. | 1) Integrated Science, Books 1 and 2<br>2) Science 1 and 2<br>3) Nelson Balanced Science<br>The Material World<br>The Living World<br>The Physical World |
| Globe. | Earth Science |

**COMPETENCIES 1.03, 1.04, 1.05, 1.06, 1.07**

**RESOURCES (Continued)**

### Multimedia

| | |
|---|---|
| NIMCO, Inc.<br>(videos, $59.95 each) | 1) Reproduction in Humans<br>2) The Reproductive System<br>3) The Cell<br>4) The Skeletal System<br>5) The Muscular System<br>6) The Nervous System<br>7) The Cardiovascular System<br>8) The Special Senses<br>9) The Respiratory System<br>10) The Digestive System<br>11) The Urinary System<br>12) The Endocrine System |
| Queue, Inc. | GED Test #3: Science, software, $295 |
| Entrex Software. | Weather Wizards, software $59.95 |

**ADDITIONAL RESOURCES**

**ADDITIONAL LEARNING ACTIVITIES**

# THE AIR WE BREATHE

Energy makes it possible to do work. We use energy when we move any part of our body. The heart and lungs continually use energy. Just keeping the body warm uses energy. Where do we get all of that energy?

Compare the body's production of energy to a factory which gets energy from burning coal. Coal is mostly carbon and, when burned, the carbon combines with the oxygen in the air to form a gas, carbon dioxide. When carbon reacts with oxygen, energy results. When coal burns, energy can be seen in the form of light and felt as heat. Heat and light are two ways energy shows itself but are not the only ways. Hydrogen is another element which combines with oxygen to produce energy in the form of light and heat. Wood and paper contain carbon, hydrogen and oxygen and burn to produce heat and light.

Our body obtains energy similar to the way industry does. Carbon and hydrogen are combined with oxygen. The carbon and hydrogen comes from molecules of fats and carbohydrates in our body. There is no flame or light when the body burns fats and carbohydrates because these molecules combine with oxygen (oxidize) slowly giving off an even and steady flow of heat and other forms of energy. Two things our body needs for energy are fuel (either fats or carbohydrates) and oxygen from the air we breathe. Oxygen forms one-fifth of the air.

Although the body can store fats and carbohydrates enabling us to go for periods of time without eating, we have no way of storing oxygen. Since we use energy every minute of our life, oxygen at all times is essential to life. Loss of oxygen for five minutes can be fatal. Air extends upward a hundred miles or more but gets thin rapidly as we move upward. Only the bottom two miles is thick enough to live in for any length of time.

Sixteen times every minute, sleeping or awake, we take air into our lungs and breathe out (exhale). Air breathed in has 21 per cent oxygen, but only 16 per cent is exhaled. The body absorbs 5 per cent during the time the air is in the lungs. When we exercise or work hard, extra oxygen is needed for extra energy. We breathe faster to get extra oxygen.

The fat and carbohydrate which combines with oxygen, produces water and carbon dioxide. This water shows as vapor, and on cold days when we exhale the water shows up as vapor or water droplets forming a visible cloud when we breathe. The exhaled breath is also 4 1/2 per cent carbon dioxide. This carbon dioxide is not poisonous in moderate amounts, but if too much accumulates and takes the place of oxygen, we suffocate. For this reason, plastic bags pose a hazard to small children who may get them over their mouth and nose and be unable to take in needed oxygen or diffuse the expelled carbon dioxide.

How does the body absorb the oxygen we breath? The lungs are like two gigantic sponges. The air tube entering each lung breaks up into smaller and smaller branches until the air is led into microscopic pockets called alveoli. The alveolus have thin walls with attached tiny blood vessels called capillaries (also with thin walls). The air in the alveoli leaks into the blood inside the capillaries. Billions of red blood cells contain a protein, hemoglobin. Each hemoglobin molecule can combine loosely with four molecules of oxygen. Blood flows to the lungs and returns to the heart with red blood cells loaded with oxygen. This "oxygenated" blood goes through the arteries to all body cells. The oxygen is given up to the cells, and the blood flows back to the heart through veins and then goes back to the lungs for more oxygen.

(Source: The Chemicals of Life, by Isaac Asimov, 1954)

# Duty Area: SOCIAL STUDIES

Beginning Level

KCBAE Level I

**COMPETENCIES:**

13.01 Identify historical events, issues, and key personalities in Kentucky history

13.03 Identify geographic areas and characteristics of Kentucky

## RELATED SKILLS

- * Mathematics 3.06, 3.12, 3.17
- Science
- Health/Wellness
- * Technology/Tools 4.02
- Consumer Economics
- Home Management
- Family Relationships
- Interpersonal/Social
- Self-Management
- Employability
- Communication
- * Thinking 12.01, 12.03, 12.05
- Social Sciences
- Govt./Citizenship
- * Cultural Diversity 15.02
- * Community Resources 16.01

## PREREQUISITES

Reading maps
Referencing information
Writing letters

## PROGRESS BENCHMARKS

1. Demonstrate knowledge about the county where you live.
2. Locate information on the historical and governmental facts about your county
3. Recognize boundaries, topography, road systems, and towns in Kentucky
4. Identify Kentucky historical events, time periods, issues, and personalities
5. Describe the regions and districts in Kentucky
6. Locate address of state legislative officials and write a letter on an issue of concern

## TERMINOLOGY

Terms that students should know or learn as part of this lesson.

Topography
Representative
Timeline
County
Senator
Historical
Emblem
Area development district
Congressional district

## REFLECTIONS

An understanding of our local history and geography gives us a sense of community and helps us develop an understanding of our own place and purpose in shaping the future. In this unit we begin a study of Kentucky by focusing first on the local community and expanding to the neighboring counties, then to the state as a whole.

COMPETENCIES 13.01, 13.03

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SAMPLE LEARNING ACTIVITIES

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PB 1 (13.03) (CR 11.07, 11.11, 16.02)
Benchmark Task: Locate the county boundaries, county seat, other towns or cities, and major roads for the county where you live and describe the topography and major industries of your county.

(Basic content areas: Map reading, county history, natural and man-made geographical features, landmarks, local business and industry, and community resources)

1. Using a road map of Kentucky and a map of Kentucky that shows only county outlines, locate your county and tell the names of the surrounding counties. (I, ET: 10 min.)
2. Given a Kentucky road map, use a highlighting marker to outline your county and to highlight the county seat. List other important towns/cities. (I, ET: 10 min.)
3. On a blank outline map of your county, locate and label major towns. Add major roads and rivers. Devise a legend to indicate industries. (I, ET: 25 min.)
4. In a small group use the yellow pages to list and discuss the public transportation options in your county. The chamber of commerce may provide brochures. (G, ET: 30 min.)
5. As a class collect pictures (i.e., photographs, brochures) of natural features and historical sites in your county. Make a poster/bulletin board to indicate their location and significance. (G, ET: 1 hr.)
6. Invite a county official or other knowledgeable person to the classroom to discuss county history and development. (G, ET: 1 hr. presentation)

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PB 2 (13.01) (CR 9.06, 11.02, 11.03, 11.07, 12.03, 16.01)
Benchmark Task: Identify and explain key personalities, important time periods, and significant issues within the local county.

(Basic content areas: County historical events and issues, local historical personalities, county and city officials, sources of information about the county)

1. Become familiar with The Kentucky Directory Gold Book or other directory of state and local government by working in groups to practice using the table of contents to locate information. (G, ET: 15 min.)
2. Use The Kentucky Directory Gold Book or other resource to make a list of the officials, their office locations, and phone numbers. (I, ET: 20 min.)
3. Contact offices of 3 local officials (by phone or in person) and find out their duties. In writing briefly describe what you have learned. If possible visit the court house and locate these offices. (I, ET: Varies)

**COMPETENCIES 13.01, 13.03**

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**SAMPLE LEARNING ACTIVITIES**

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**PB 2 (Continued)**

4. Invite to the classroom, or visit and interview someone in your community who has a knowledge of county history and ask them to share stories of earlier events. (G, ET: 1 hr.)

5. At your local library search for books on county history and key personalities. Share this information with the class in an oral or written report. (I and G, ET: 2 hrs.)

6. Interview county officials, residents, and representatives from the local media about significant current issues within the county. (I, ET: 2 hrs.)

7. Construct a timeline for your county. Include significant events and key personalities. (I, ET: 1 hr.)

8. From newspapers, radio, or television locate a news story about an issue or event that is happening within your county. In a class discussion, share this information and your reaction to it. (I and G, ET: 45 min.)

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PB 3 (13.03) (CR 11.07, 11.11, 16.02)
Benchmark Task: Recognize the state capital, counties, county seats, boundaries, topography, cities and towns, and major roads in Kentucky

(Basic content areas: Map reading, Kentucky history, natural and man-made geographic features, landmarks, business and industry, cultural characteristics, population, population centers, and transportation features)

1. Work with a classmate and use the overhead projector to make a large outline map of Kentucky counties for the bulletin board. Label the counties in all capital letters. Add the county seats. Name and indicate the location of the state capital with a star. (G, ET: 1 hr.)

2. On the above map, in a contrasting color, add major cities/towns and highways. (G, ET: 20 min.)

3. Locate pictures of the state emblems. Make copies of these to add to the bulletin board boarder. (G, ET: 30 min.)

4. Use Geography of Kentucky or a similar source to identify the natural regions of Kentucky and discuss the topography of each. (I, ET: 45 min.)

5. Collect brochures and photographs of landmarks, historical sites, and geographic features. Add these to the bulletin board. (I, ET: Varies)

**COMPETENCIES 13.01, 13.03**

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**SAMPLE LEARNING ACTIVITIES**

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PB 3 (Continued)

6. Use The Kentucky Gold Book or other source to locate the address of the department of tourism and write for information about state parks and historical sites. AAA Tour Books and similar materials will also be useful. Select a state park and historical site you would like to visit. Plan your route. Estimate your mileage and expenses. (I, ET: 2 hrs.)

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PB 4 (13.01) (CR 9.02, 9.06, 11.07, 11.08, 11.11, 16.01)
Benchmark Task: Identify major Kentucky personalities, important time periods, and historical events and issues.

(Basic content areas: State historical events, historical personalities, current governmental officials, and current state issues and problems)

1. Locate a book about persons important in Kentucky history. Select two individuals who interest you. Write an essay describing each person, their significance to Kentucky history, and major events that occurred in their lifetimes. (I, ET: 2 hrs.)
2. Using books on Kentucky history and travel, select three sites you would like to visit. Describe the historical importance of each and why they interest you. (I, ET: 1 hr.)
3. Choose an important date in Kentucky history. Place yourself in this time period to write a newspaper story, letter, or diary entry describing your reactions to the events of the day. (I, ET: 1 hr.)
4. Describe the exploration and settlement of Kentucky. Include the effect of natural geographic features on population growth. What other factors influenced growth? (I, ET: 1 hr.)
5. Research Civil War events that took place in Kentucky. (I, ET: 2 hrs.)
6. Ask the local video store to suggest movies that may depict events in Kentucky history. The library may have film strips and videos. (I, ET: Varies)

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PB 5 (13.06) (CR 9.02, 9.06, 11.07, 11.11, 16.02)
Benchmark Task: Describe and locate on the map Kentucky regions or districts (natural regions, Congressional districts, and area development districts).

(Basic content areas: Map reading skills, governmental divisions of the state, and geographic regions)

1. Work with a classmate to use books about the geography of Kentucky to locate the natural regions of the state. Name and describe the topography of each. On a map of Kentucky use a highlighter to define each area. (G, ET: 2 hrs.)

**COMPETENCIES 13.01, 13.03**

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**SAMPLE LEARNING ACTIVITIES**

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**PB 5 (Continued)**

2. The Kentucky Gold Book or similar source may be used to identify the Congressional districts. On a map identical to Activity 1, highlight the Congressional districts. (I, ET: 45 min.)

3. The Kentucky Gold Book or similar source may also be used to locate area development districts. On a map identical to Activities 1 and 2, highlight the development districts. (I, ET: 30 min.)

4. Compare the regions and districts from Activities 1, 2, and 3. Make a list of counties that are in at least 2 of these regions or districts. (I, ET: 40 min.)

5. Discuss possible reasons for similarities and differences in each map. (I, ET: 20 min.)

6. List the natural region, Congressional district, and area development district for your county. (I, ET: 10 min.)

7. In the margin of one of the maps label the seven states that border Kentucky. (I, ET: 10 min.)

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**PB 6 (13.01) (CR 9.02, 9.06, 9.13, 11.02, 11.03, 11.04, 11.07, 12.05)**
Benchmark Task: Locate names and addresses of state senators and representatives and write a letter to your state senator or representative about an issue of concern in the state.

(Basic content areas: Sources of information on state officials, major state issues, and letter writing skills)

1. The Kentucky Gold Book or other source may be used to locate the names and addresses of state senators and representatives. Write the information for those from your area. (I, ET: 20 min.)

2. Establish a regular time to discuss current events. A News Bulletin board may be started to post newspaper stories and summaries of TV/radio news as they occur. (G, ET: Varies)

3. Compare the formats for friendly letters and business letters. Practice setting up sample business letters. (G, ET: 1 hr.)

4. Write a letter-to-the-editor about a local issue. Explain the meaning of the issue and your opinion. (I, ET 30 min.)

## COMPETENCIES 13.01, 13.03

## SAMPLE LEARNING ACTIVITIES

PB 6 (Continued)

5. Discuss the news stories that are of state interest. Consider different opinions about the issue. (G, ET: 40 min.)

6. Write a letter to your state senator or representative about an issue of concern in the state. (I, ET: 30 min.)

## RESOURCES

| | |
|---|---|
| Clark Publishing Co. | The Kentucky Director Gold Book |
| New Readers Press. | You Are Here<br>Our United States |
| Saddleback Educational, Inc. | United States Government Text<br>State Government<br>Local Government<br>American Citizenship Program: State and Local Government |
| Steck-Vaughn. | Portrait of America: Kentucky<br>Voices From Our Country |
| University Press of Kentucky. (New Books for New Readers) | Women Who Made a Difference<br>History Mysteries<br>Kentucky Folklore<br>Three Kentucky Tragedies<br>Kentucky Ghosts<br>Kentuckians Before Boone |

## ADDITIONAL RESOURCES

**COMPETENCIES 13.01, 13.03**

## ADDITIONAL LEARNING ACTIVITIES

## Duty Area: SOCIAL STUDIES

Intermediate Level

KCBAE Level II

**COMPETENCIES:** 13.02 Describe historical events, issues, and trends in U.S. history

### RELATED SKILLS

* Mathematics 3.17
Science
Health/Wellness
Technology/Tools
Consumer Economics
Home Management
* Family Relationships 7.04
Interpersonal/Social
* Self-Management 9.02
Employability
* Communication 11.07, 11.08
Thinking
Social Sciences
Govt./Citizenship
* Cultural Diversity 15.01, 15.02
Community Resources

### PREREQUISITES

Basic reading level

### PROGRESS BENCHMARKS

1. Identify significant personalities, time periods, states and territories, and issues and events from the American Revolution era
2. Identify significant personalities, time periods, events, and issues of the Civil War era
3. Identify significant people, important time periods, events, and issues of the World War I and World War II eras
4. Identify significant people, important time periods, events, and issues during the eras of the Korean and Vietnam conflicts
5. Identify significant people, important time periods, events, and issues from the 1970s to the current decade; describe the United States' role in world affairs
6. Describe significant past events and issues which have affected current issues and policies and explain what the effect has been

### TERMINOLOGY

Terms that students should know or learn as part of this lesson.

Democracy
Inflation
NAFTA
Communism
Economy
Immigration
The Depression
Recession
Secession
Conservatism
Civil Rights

### REFLECTIONS

American history is important to us because it helps make sense of the events happening in the world today. We often prevent problems in the future by remembering what happened in the past. Activities in this section may help us make connections–what happened in the past, how we got where we are today, what is happening now, and where today's events may take us.

COMPETENCIES 13.02

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SAMPLE LEARNING ACTIVITIES

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PB 1 (13.02) (CR 3.17, 9.02, 11.07, 11.08)
Benchmark Task: Identify significant personalities, time periods, states and territories, and issues and events from the American Revolution era.

(Basic content areas: Discovery of America, colonization, 13 English colonies, Revolutionary War, Constitutional Convention, the War of 1812, Monroe Doctrine)

1. As a class, discuss what explorers in early American history must have been like. Use a flip chart to brainstorm words to describe them. Relate the experience of these explorers to those existing today. Who are the explorers of today? Discuss these issues as a class. (G, ET: 45 min.)

2. Watch the Movie "1492." Discuss as a class your feelings about the movie. Sample questions are: How did the movie make you feel about the way things were done during that period? Is Christopher Columbus in the movie like the Christopher Columbus you remember hearing about as a child? Did you like the movie--why or why not? Your teacher may ask you to write a paper on your thoughts about this movie. (G, ET: 1 hr. 30 min.)

3. America is known as the "melting pot" of the world. You may have ancestors from one or more countries. Using a resource, such as an older relative or a resource book, find out about your ancestors' culture. Write a letter to your child/grandchild/friend and tell about your ancestors' country. If possible, tell them how your family came to America. (I/G, ET: Varies)

4. The earliest settlers in North America were the Indians. Check out a book on the Indian culture. Create a storybook for children about Indians. (You may want to find out about the Indian culture in Kentucky.) (I/G, ET: 2 hrs.)

5. Pretend you are a reporter for an early newspaper in the New World. Write the headline and story for your paper the morning after the Boston Tea Party. Remember to answer the questions: Who, What, When, Where, and Why. (I, ET: 20 min.)

6. Find out about the War of 1812. Write a one-page report explaining whether or not you think the United States should have been in that war. (I, ET: 2 hrs.)

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PB 2 (13.02) (CR 3.17, 9.02, 11.07, 11.08, 15.03, 15.04)
Benchmark Task: Identify significant personalities, time periods, events, and issues of the Civil War era.

(Basic content areas: Sectionalism, slavery, secession, states' rights, Emancipation Proclamation, Civil War, Reconstruction, and Industrial Revolution)

1. The United States became divided between the North and the South during the Civil War. Find out which states were considered "Southern" and which were "Northern." Ask

**COMPETENCIES 13.02**

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**SAMPLE LEARNING ACTIVITIES**

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**PB 2 (Continued)**

your teacher for a blank map. Use magic markers or colored pencils to shade in the "Northern" or "Southern" states. (Hint: Use different colors for the Southern and for the Northern states.) (I, ET: 25 min.)

2. The Southern states became so unhappy that they seceded from the Union. Write a one-page paper explaining why the Southern states left the Union. Some questions to ask yourself are: Did the South have the right to leave the Union if it wanted? Should states have the right to decide not to be a part of the United States now? (I, ET: 1 hr.)

3. Divide into groups of 2. One of you should be a "Northerner." One should be a "Southerner." Talk about how each of these sides felt about the South leaving the Union. Each of you should write a few paragraphs about the feelings of each region. Share your writing with the rest of the class. (I, ET: 1 hr.)

4. Abe Lincoln believed the country should not be divided. He believed the Civil War helped to "put the country back together." Describe whether you agree or disagree with this statement and your reasons. (I, ET: 30 min.)

5. As a group, use resources like encyclopedias, textbooks, and other library information about the Civil War. Find out the strengths and weaknesses of each side. Share the information with other study groups in your class. (G, ET: 2 hrs.)

6. Reconstruction was a difficult period for the United States. Farming became much more difficult. Write a paper describing what the difficulties were during the years following the Civil War. (Hint: Find out about carpet baggers.) (I, ET: 1 hr.)

7. Jefferson Davis led the Confederacy, and Abe Lincoln led the Union. Find out information about each of these great men. Write a one- to two-minute talk about these men to present to the rest of the class. (I, ET: 1 hr.)

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**PB 3 (13.02) (CR 3.17, 9.02, 11.07, 11.08)**
Benchmark Task: Identify significant people, important time periods, events and issues of the World War I and World War II eras.

(Basic content areas: Urbanization, immigration, labor organizations, mass production, imperialism, World War I, individualism, the Jazz Age, the Depression, the New Deal, World War II, the atom bomb, formation of the United Nations)

1. Go to the library and look up information on World War I. The Allied Powers were England, France, Russia, Serbia, Italy, and Belgium. The Central Powers were Germany, Austria, Hungary, Turkish Empire, and Bulgaria. Find out the number of people killed from each country during the war. Create a chart for each of the Powers. You may choose to create a pie, line, or bar chart. (I, ET: 2 hrs.)

COMPETENCIES 13.02

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SAMPLE LEARNING ACTIVITIES

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PB 3 (Continued)

2. World War I was a "war of principle." In a message to Congress, President Woodrow Wilson said, "We have no selfish ends to serve." Write a paper explaining how you feel about the statement. In your paper, answer the question: Did America have selfish purposes or not? (I, ET: 1 hr.)

3. The Great Depression was a difficult time for many Americans. You may have lived through the Depression, or maybe you know someone who did. Interview someone who lived through the Depression. Some questions you may want to ask are: What was life like during the Depression? What was the worst part of the Depression? What lessons did the Depression teach you? Share your findings with the rest of the class. (I,ET: 2 hrs.)

4. In a team of 4-5, work together to research World War I. Prepare a presentation for the rest of the class. Be certain to find out about the reasons the war started, the famous battles, and the famous war heroes. (G, ET: 2 hrs. 30 min.)

5. The "New Deal" helped the United States recover from the Depression. Alone or in small groups, find out what each of these programs did: Civilian Conservation Corps, National Recovery Administration, Tennessee Valley Authority, and the Securities and Exchange Commission. Use encyclopedias to help you. Write a paragraph explaining the reasons each program was created and whether or not the program still exists. (I/G, ET: 2 hrs.)

6. The rise of Adolph Hitler to power in Germany was one of the causes for World War II. Write a paper about Hitler and the Nazis. (I, ET: 1 hr. 30 min.)

7 The United Nations was formed to help the world remain peaceful. Find out what countries belong to the United Nations. List these countries in alphabetical order. (I, ET: 30 min.)

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PB 4 (13.02) (CR 3.17, 9.02, 11.07, 11.08)
Benchmark Task: Identify significant people, important time periods, events, and issues during the eras of the Korean and Vietnam conflicts.

(Basic content areas: Marshall Plan, North Atlantic Treaty Organization, Cold War, Korean conflict, communism, civil rights, Cuban crisis, Kennedy assassination, the Great Society, Vietnam War)

1. Divide into groups of 2 and debate the Marshall Plan. One of you should be "for"and the other "against" the plan. You may debate the issue in small groups or before the entire class. (G, ET: 1 hr.)

2. Interview your relative or a friend who was alive when John F. Kennedy was assassinated. Ask the person how he/she felt during that time period about Kennedy and the assassination. Write the interview up in a paper. (I, ET: 2 hrs.)

**COMPETENCIES 13.02**

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**SAMPLE LEARNING ACTIVITIES**

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**PB 4 (Continued)**

3. President Lyndon B. Johnson's platform for the 1964 election called for a "Great Society." This platform called for a society where the quality of life would be "equal to the richness of the society." Think about the advances the United States has made during the past 30 years in the treatment of people. Write a one-page paper telling whether or not you think the United States has become the "Great Society." (I, ET: 1 hr.)

4. Divide into groups of 3 or 4. Each group member should find a magazine article about the Vietnam War. Write a half-page summary of each article. Report your findings to the rest of the group. (I/G, ET: 1 hr. 30 min.)

5. Find something that you or a friend have from the 1960s. Find out about the item and give a short talk about the item to the rest of the class. Explain what the item is and why the item is important. (I, ET: 45 min.)

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**PB 5 (13.02) (CR 3.17, 9.02, 11.07, 11.08)**
Benchmark Task: Identify significant people, important time periods, events, and issues from the 1970s to the current decade. Describe the United States' role in world affairs.

(Basic content areas: Nixon and Watergate, inflation, diplomatic relations with China, Iran hostages, conservatism, Nuclear Age, economic slowdown, Gulf War, United Nations' peacekeeping role, American Free Trade Agreement)

1. President Richard Nixon is best remembered for his involvement in the Watergate scandal. Using resources from the library, make up a list of questions about Nixon and Watergate. Write these questions on index cards. Divide into pairs of teams. Keep score and play until all questions have been answered. Each correct answer is worth one point. (I/G, ET: 2 hrs.)

2. Use a dictionary to find the meaning of the word "inflation." In your own words, write what inflation means. In the 1970s inflation soared. Write a one-page paper explaining why inflation increased and how inflation affected the United States. (I, ET: 1 hr.)

3. In the 1980s there was a conservative movement. Find out the meaning of the word "conservatism." Give 3 examples of the things happening in the 1980s that were a part of this movement. (I, ET: 45 min.)

4. Our relationship with the Middle East is important to the United States' economy. Find information about the Middle East. Write a paper beginning with the statement "The Middle East is important to the United States' economy because . . . ." (I, ET: 2 hrs.)

5. Jimmy Carter, elected as President in 1976, is known as the "Plain Folks" President. His daughter, Amy, went to public schools in Washington, D. C. Many Presidents do not send their children to public schools, but rather send them to private schools. Write a letter to Jimmy Carter telling him what you think about him sending Amy to public schools. (I, ET: 1 hr.)

**COMPETENCIES 13.02**

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**SAMPLE LEARNING ACTIVITIES**

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PB 5 (Continued)

6. The American Free Trade Agreement will help the different countries of North America in trading with each other more easily. Many people are afraid that good jobs will move to Mexico where workers work for less money. Look in the library for information about the average hourly wages in Mexico, Canada, and the United States. Use the information to create a bar graph to compare the amounts of the hourly wages. (I, ET: 2 hrs. 30 min.)

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PB 6 (13.02) (CR 3.17, 7.04, 9.02, 11.07, 11.08, 15.01, 15.02)
Benchmark Task: Describe significant past events and issues which have affected current issues and policies and explain what the effect has been.

(Basic content areas: Civil rights movement, Watergate, cultural diversity, environmental issues, diverse family structures, crime and gun control, women's issues, Gay rights, global society, space travel, aging population, technological advances)

1. Vice President Al Gore wants to start an "information highway." Many people say we are in the "Information Age." Work with a partner to find articles in a national newspaper or magazine about information technology. Clue: Look for articles on topics such as computers or interactive videos. Write a summary of the articles. (I, ET: 1 hr.)

2. It is said that the Watergate scandal of the 1960s ended "America's trust" of world leaders. Think about the bad things you have heard in the news about elected officials. Write down at least 3 examples of scandals and tell whether or not you think these things might affect the way leaders serve the country. (I, ET: 20 min.)

3. Pretend you are a historian in 2020. Write a two- to three-page account of what you would say about the period from 1990 to 1994. Include in your account what you think will be remembered as most important. I, ET: 1 hr.)

4. Look in the local newspaper for current stories about things happening in the world today. Compare the stories in today's paper with stories in a paper from more than 10 years ago. Write a paper discussing the differences between the articles. (I, ET: 2 hrs. 30 min.)

5. Different cultures have different customs. Sometimes customs within a given culture change over time. Think about customs and attitudes in the United States. How have customs changed during your lifetime? Write a paper discussing these changes in customs. (I, ET: 1 hr.)

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**RESOURCES**

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Steck-Vaughn.
1) America's Story Book One–To 1865
2) America's Story Book Two–From 1865

COMPETENCIES 13.02

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RESOURCES (Continued)

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| | | |
|---|---|---|
| | 3) | A History of Multicultural America |
| | 4) | Our Constitution Revised |
| | 5) | Our Democracy |
| Globe-Fearon. | 1) | United States History Vol. I and Vol. II |
| | 2) | Foundation in American History |
| Fearon/Janus/Quercus. | | Fearon's United States History |

Local newspapers

Literature from the University of Kentucky's Cooperative Extension Service (cited in activities)

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ADDITIONAL RESOURCES

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ADDITIONAL LEARNING ACTIVITIES

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BEST COPY AVAILABLE

# Duty Area: SOCIAL STUDIES

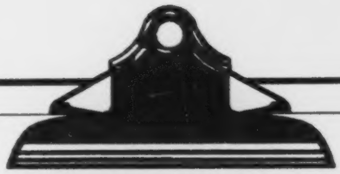
Advanced Level

KCBAE Level IIIa

**COMPETENCIES:**

13.03 Demonstrate knowledge of U.S. geography
13.05 Demonstrate knowledge of world geography
13.06 Identify geographic areas and characteristics of Kentucky

## RELATED SKILLS



- * Mathematics 3.01, 3.02, 3.03
- * Science 1.01, 1.04
- Health/Wellness
- * Technology/Tools 4.02
- Consumer Economics
- Home Management
- Family Relationships
- * Interpersonal/Social 8.01, 8.02
- * Self-Management 9.02, 9.06
- Employability
- * Communication 11.01, 11.02
- * Thinking 12.03, 12.04, 12.05
- * Social Sciences 13.03, 13.05
- Govt./Citizenship
- Cultural Diversity
- * Community Resources 16.01

## PREREQUISITES

Writing simple, grammatically-correct sentences
Communicating orally
Locating and using simple reference material
Performing basic arithmetic functions
Reading at a basic skill level

## PROGRESS BENCHMARKS

1. Locate states and state capitals and compute distances using the map scale
2. Describe major topographical characteristics, resources, and major industries of different sections of the United States
3. Identify the location of the United States as part of the North American Continent and the Northern Hemisphere
4. Calculate travel time from a point in the United States to another country
5. Locate major continents and countries and discuss climate zones
6. Explain the effects of oceans, mountains, and the prevailing winds on weather

## TERMINOLOGY

Terms that students should know or learn as part of this lesson.

Map scale
Hemisphere
Weather
Prevailing wind
Kilometer
Continent
Terrain
Coordinates
Latitude
Air pressure
International Dateline
Topography
Longitude
Fahrenheit
Resource
Time zone
Celsius
Industry
Climate
Prime Meridian

## REFLECTIONS

Sometimes the world seems very small, especially when we always see the same people at the grocery store or our favorite restaurant. But did you know that the Earth is 25,000 miles around at the Equator? That it spans 24 time zones? And houses over 5 billion people? Did you know that when you are eating lunch, millions of people have just gone to bed? In this unit you will learn some things about this big, varied world, including the part of the world called Kentucky. Some of the practical aspects of this unit are the following: (1) figuring distances between cities so you can better plan a trip; (2) knowing when to make a call across the country or world so you won't get anyone out of bed; and (3) explaining why the weather is so crazy sometimes.

**COMPETENCIES 13.03, 13.05, 13.06**

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## SAMPLE LEARNING ACTIVITIES

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**PB 1 (13.03) (CR 3.12, 3.17, 4.02)**
**Benchmark Task:** Locate states and state capitals and compute distances using the map scale.

(Basic content areas: Map reading, using scale drawings, and measurements of distances, knowledge of states and state capitals)

1. Read about map directions, map scales, and types of maps (suggested resource: Part Four: "Learning About Maps and Globes") in Lands at Home (Geography Skills Series, p. 14-15). Discuss how you measure distances on a map with your class. (I and G, ET: 10 min.)
2. With a partner locate the capital of Kentucky on a map of the U.S. Compute the distance in miles between it and the capitals of every state that borders Kentucky. (G, ET: 30 min.)
3. Compute the distance between the capital of Kentucky (or where you live) and the following large U.S. cities: Los Angeles, New York City, Chicago, Denver, Dallas, and Miami. Write down the names of the states for these cities. (I, ET: 25 min.)
4. Convert the miles to each city in Activity 3 to kilometers. (Hint: 1.6 kilometers = 1 mile) (I or G, ET: 20 min.)
5. Find Alaska and Hawaii and write down the names of their capitals. Compute the distance from where you live to these capitals. (I, ET: 10 min.)
6. Using a state map index, locate the following Kentucky cities and write down their coordinates (e.g., J-6): Bowling Green, Louisville, Hazard, Ashland, Lexington, Covington, and Corbin. (I, ET: 20 min.)

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**PB 2 (13.03) (CR 3.12, 3.17, 4.02)**
**Benchmark Task:** Describe major topographical characteristics, resources, and major industries of different sections of the United States: Northeast, North Central, Northwest, Southeast, South Central, and Southwest.

(Basic content areas: Map reading, location of informational resources on various sections of the country, written and/or oral communication skills)

1. Read about the various topographical regions of the U.S. in a resource such as Steck-Vaughn's Our Country's Geography, pages include 31-35 (Northeast), 49-53 (Southeast/South Central), 67-71 (North Central), 85-89 (Rocky Mt. Region), 102-105 (Southwest), and 119-125 (Pacific Northwest). (I, ET: 30 min.)
2. Brainstorm as a class why you think certain regions provide the resources and major industries they do. Also discuss why certain state capitals are located where they are. (G, ET: 20 min.)

COMPETENCIES 13.03, 13.05, 13.06

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SAMPLE LEARNING ACTIVITIES

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PB 2 (Continued)

3. Make a large outline map of the U.S. Show its regions by drawing around them with a heavy black marker. Label them. Use colors to show different elevations. (G, ET: 45 min.)

4. Write the states that belong to each topographical region. (I, ET: 25 min.)

5. Write to the Chamber of Commerce of one city in one region (could include your own). Ask for information on the city/region. Use the information in Activity 7, if possible. (I, ET: 30 min.)

6. Make a large outline map of the U.S. Paste pictures (from magazines) of agricultural/industrial products on the areas where they are found. (G, ET: 40 min.)

7. Write a one-page paper describing the topography, resources, and major industries of one of the above regions of the U.S. (I, ET: 1 hr. 30 min.)

8. Read about and give an oral report comparing and contrasting one of the following sets: Rocky Mountains/Appalachian Mountains, the East Coast/West Coast, Atlantic Ocean/Pacific Ocean, Northeast/South, or the Great Lakes/Gulf of Mexico. (I, ET: 2 hrs. per person)

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PB 3 (13.03, 13.05)
Benchmark Task: Identify the location of the United States as part of the North American Continent and the Northern Hemisphere.

(Basic content areas: Map and globe interpretation, Northern and Southern Hemisphere, latitude and longitude, major continents, and oceans)

1. Read about map and globes, hemispheres, latitude, and longitude in a resource such as American Continents (Geography Skills Series, p. 3-8) and do the exercises on pages 8-9, or read pages 100-101 in Number Powers (Contemporary). (I, ET: 20 min.)

2. Look at a world map. Locate and mark at least 5 oceans and 10 seas. Brainstorm why oceans and seas are important for human life. (G, ET: 45 min.)

3. Using a textbook or encyclopedia, research a body of water that borders the U.S., and write a one-page paper on it. Discuss its location, depth, size, resources, and importance. (I, ET: 1 hr. 30 min.)

4. Locate the U.S. on a world map. Answer the following questions: (G, ET: 15 min.)
   a) Which country is north of the U.S.? South of the U.S.?
   b) Which oceans and seas border the U.S.?
   c) Which continent is the U.S. located in?
   d) Which hemisphere is the U.S. located in?

**COMPETENCIES 13.03, 13.05, 13.06**

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**SAMPLE LEARNING ACTIVITIES**

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PB 3 (Continued)

5. Write down some other countries (including islands) that are part of the Northern or Western Hemisphere. What other country (countries) is/are also part of the North American Continent? (I, ET: 20 min.)

6. Draw a square around the outside borders of the U.S. What is the latitude or longitude of each line? Do the same with China, a country on the other side of the world. How do they compare? (G, ET: 30 min.)

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PB 4 (13.03, 13.05) (CR 3.02, 3.06, 3.11, 4.02, 12.04)
Benchmark Task: Based upon the distance, rate of travel, time zones, and International Dateline, calculate the time of arrival when traveling from a specific point in the United States to another country in the world.

(Basic content areas: Time zones, International Dateline, location of countries, mathematics skills--subtraction, division, word problems)

1. Read "Measuring in Miles on Maps and Globes" in a resource such as Continents Overseas (GSS), pages 4-6, and answer the questions on pages 6-8. (I, ET: 20 min.)

2. Discuss the following questions: How many time zones are there in all? How many are there in the U.S. and what are their names? If it is 12:00 noon on the East Coast, what time is it in each of the other U.S. time zones? (G, ET: 15 min.)

3. Using the time zone map in a resource such as Continents Overseas (GSS), page 7, figure the current time in each of the following cities: Louisville, Lexington, Los Angeles, Detroit, Cincinnati, New York City, San Francisco, St. Louis, Chattanooga, Houston, Indianapolis, and Washington, D.C. (NOTE: You may have to look on another map for the location of some of these cities.) (I, ET: 30 min.)

4. Find the International Dateline (I.D.L.) on a world map (or on page 5 in Continents Overseas) and discuss the following questions: What country does the I.D.L. go through? What happens at the I.D.L.? How far is the I.D.L. from the Prime Meridian? (G, ET: 10-15 min.)

5. Calculate the time of arrival if you board a plan in Cincinnati at noon and fly to Beijing, China, non-stop. You must take the distance, rate of travel, time zones, and I.D.L. into account. Share your answer with a partner. (G, ET: 15-20 min.)

**COMPETENCIES 13.03, 13.05, 13.06**

**SAMPLE LEARNING ACTIVITIES**

PB 4 (Continued)

6. As you did in Activity 5, calculate the time of arrival if you flew from Point A to Point B non-stop starting at the time listed. (I, ET: 1 hr.)

| Point A | Point B | Starting Time |
|---|---|---|
| Los Angeles, CA | Moscow, Russia | 5:00 p.m |
| Boston, MA | Honolulu, Hawaii, USA | 11:00 a.m. |
| Detroit, MI | Brussels, Belgium | 7:00 a.m. |
| New York City, NY | Buenos Aires, Argentina | 11:00 p.m. |
| San Francisco, CA | Calcutta, India | 6:00 p.m. |

PB 5 (13.05) (CR 1.04, 3.17, 11.02, 11.03, 11.07, 11.08, 11.11)
Benchmark Task: Locate major continents and countries in the earth's climate zones and describe how climate and seasons are affected by their location.

(Basic content areas: North America, South America, Africa, Europe, Asia, Australia, Antarctic Zone, South Temperate Zone, Tropic of Capricorn, Tropic of Cancer, North Temperate Zone, Arctic Zone, earth's relationship to the sun, and earth's tilt on its axis)

1. As a group, guess which world land masses are continents (there are 7). Check a textbook or encyclopedia to see if you're right. Then, label the continents on the map using squares of colored paper. (G, ET: 30 min.)

2. Read about world climates in a resource such as Continents Overseas (GSS), pages 43-46, then label the 7 continents with one or more of the 6 major climatic regions. (I, ET: 30 min.)

3. Write a short paper describing the general climate of Kentucky. Offer suggestions explaining why Kentucky enjoys the climate it does. (I, ET: 1 hr.)

4. Collect and label pictures of lands that represent different climatic regions. (G, ET: 45 min.)

5. Choose a country and do an oral report on its climate. Explain how its terrain and location affect its climate and seasons. (I, ET: 1 hr.)

PB 6 (13.05) (CR 1.04, 11.02, 11.03, 11.07, 11.08, 11.11, 12.03, 12.05)
Benchmark Task: Explain the effects of oceans, mountains, and the prevailing winds on weather.

(Basic content areas: Weather, climates, terrain, air currents, water currents, precipitation, evaporation, air pressures, and wind patterns)

**COMPETENCIES 13.03, 13.05, 13.06**

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## SAMPLE LEARNING ACTIVITIES

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PB 6 (Continued)

1. Discuss in a small group what you think the difference between climate and weather is. Also recall from PB 5 why different land surfaces or terrains of the world might produce different climates. Share your ideas with the rest of the class. (Answers: pages 43-46 in Continents Overseas (GSS). (G, ET: 30 min.)

2. Read about air pressure and winds in "The Changing Pressure of the Atmosphere" on pages 45-47 in a resource such as American Continents (GSS) and answer the questions on pages 48-49. Then read about moisture, clouds, and air disturbances beginning with "Moisture in the Air" on pages 50-54 in American Continents (GSS) and answer the questions on pages 54-58. (I, ET: 1 hr.)

3. Arrange a trip to your nearest weather station. Write out some questions before you go, including at least one on the effects of oceans, mountains, and winds on weather. Be sure to write a class thank-you note upon return. (G, ET: 4 hrs.)

4. Locate and write the names of important water and air currents on a map of the U.S. (G, ET: 25 min.)

5. Keep track of the daily high and nightly low temperatures in your area for one week (7 days). Create a line or bar graph showing the differences in temperatures throughout the week. Discuss what would happen if you took reading for longer than one week. (G, ET: 7 days; 1 hr. to do graph)

6. Convert the temperatures that you collected in Activity 5 from degrees Fahrenheit to degrees Celsius. [Formula: C=5/9 X (F-32)]. If you want to practice converting temperatures from degrees Celsius to degrees Fahrenheit, use the formula F=9/5C + 32. (I, ET: 1 hr.)

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## RESOURCES

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| | |
|---|---|
| Steck-Vaughn. | Lands at Home (GSS)<br>Our Country's Geography: Level D<br>American Continents (GSS)<br>Continents Overseas (GSS)<br>Regions of the World (GSS) |
| Contemporary Books. | Number Power 5: Graphs, Tables, Schedules, and Maps |
| Cambridge Book Co. | Math Skills by Objectives: Book 2 |

COMPETENCIES 13.03, 13.05, 13.06

## ADDITIONAL RESOURCES

## ADDITIONAL LEARNING ACTIVITIES

# Duty Area: SOCIAL STUDIES

Advanced Level

KCBAE Level IIIb

**COMPETENCIES:** 13.04 Identify significant historical events, issues, and trends in world history

## RELATED SKILLS

- * Mathematics 3.13, 3.17
- Science
- Health/Wellness
- Technology/Tools
- Consumer Economics
- Home Management
- Family Relationships
- * Interpersonal/Social 8.01, 8.02
- * Self-Management 9.02, 9.03
- Employability
- * Communication 11.01, 11.02
- * Thinking 12.01, 12.03, 12.04
- * Social Sciences 13.02, 13.04
- * Govt./Citizenship 14.03, 14.05
- * Cultural Diversity 15.01
- Community Resources

## PREREQUISITES

Read and write at high school entry level

## PROGRESS BENCHMARKS

1. Analyze ancient times' influence on today's civilization
2. Relate the history of the Renaissance, Reformation and Revolutions (French, American, Industrial) to today's society
3. Determine the impact of 19th and early 20th Century history on our world today
4. Establish how the period from the 1920s to 1950s will affect America into the 21st Century
5. Explain how the period of history from the 1950s to 1970s impacts our present world
6. Predict emerging issues for the 21st Century from the historical patterns and trends of the 1980s and 1990s

## TERMINOLOGY

Terms that students should know or learn as part of this lesson.

PB 1

Stone Age  Civilization  Fertile  Archaeology  Pharaoh
Pyramids  Monotheism  Judaism  Hinduism  Caste

(TERMINOLOGY CONTINUED ON NEXT PAGE)

## REFLECTIONS

Biographer, Philip Guedalla (1889-1944), once wrote "History repeats itself; historians repeat each other." What did he mean? Surely with cars and computers, we are different from the people that lived 2,000 years ago or even 100 years ago? But are we? We still have violence and war, poverty and homelessness, jealousy and greed. On the good side, we still experience joy at the sight of a newborn baby. What Guedalla might have meant is that history is doomed to repeat itself because people generally do not take the time to explore their pasts, their backgrounds, their nation's shaping, or the contributions their nation's beliefs made to today's values and actions. As a body of people, we fail to learn from our ancestors' mistakes.

As communication becomes more sophisticated, economies more closely tied, and weaponry technologies more powerful, understanding history grows in importance. We must learn from our mistakes before our mistakes destroy us.

COMPETENCIES 13.04

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TERMINOLOGY (Continued)

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**PB 1 (Continued)**

- Islam
- Muhammad
- Confucius
- Middle Ages
- Crusades
- Christianity
- Democracy
- Buddha
- Feudalism
- Marco Polo
- Catholicism
- Athens
- Julius Caesar
- Peasants

**PB 2**

- Nation
- Magna Carta
- 100 Years' War
- Middle class
- Johannes Gutenberg
- King Henry VIII
- Colonies
- Religious freedom
- King George III
- Estate
- "Liberty, Equality, Fraternity"
- Latin America
- Industrial Revolution
- Thomas Edison
- Child labor laws
- Working conditions
- William the Conqueror
- Monarch(y)
- Bill of Rights
- Leonardo da Vinci
- Indulgences
- Explorers
- Pilgrims
- Declaration of Independence
- Thomas Jefferson
- Napoleon Bonaparte
- Marie Antoinette
- Father Miguel Hidalgo
- Steamboat/steam locomotive
- Working class
- Labor unions
- Common law
- John Locke
- Parliament
- Michaelangelo
- Martin Luther
- New World
- Jamestown
- Equal rights
- Constitution
- Bastille
- Estate
- Civil War
- Cotton gin
- Immigrants
- Strikes

**PB 3**

- Monroe Doctrine
- Unification
- Neutrality
- Bolsheviks
- Communism
- Nationalism
- Central powers
- Treaty of Versailles
- Autocracy
- Vladimir Lenin
- Imperialism
- Allies
- Czar
- Karl Marx
- Soviet Union

**PB 4**

- League of Nations
- Adolf Hitler
- Great Depression
- Concentration camps
- F. D. Roosevelt
- Marshall Plan
- Fascism
- Benito Mussolini
- Axis powers
- Winston Churchill
- Atomic bomb
- United Nations
- Nazism
- Joseph Stalin
- Holocaust
- Pearl Harbor
- D-Day
- N.A.T.O.

**PB 5**

- Cold War
- Cuban Missile Crisis
- Socialism
- Oil crisis/O.P.E.C.
- Berlin War
- Warsaw Pact
- Mao Zedong
- Sputnik
- Detente
- Vietnam War

COMPETENCIES 13.04

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TERMINOLOGY (Continued)

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PB 6

| | | |
|---|---|---|
| Persian Gulf War | Saddam Hussein | N.A.F.T.A. |
| Bosnia | "Green" (environmental) movement | Apartheid |
| Nelson Mandela | Space shuttle | |

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SAMPLE LEARNING ACTIVITIES

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PB 1 (13.04) (CR 11.02, 11.03, 11.07, 11.08, 11.09, 11.10, 11.11, 11.13, 12.03, 12.05, 12.08)
Benchmark Task: Identify significant personalities, events, and time periods from ancient civilizations and illustrate how these events have influenced our world today.

(Basic content areas: Early cultures, tools, drawings, and sculptures; physical and social structures from the Stone Age; Mesopotamia--Tigris--Euphrates region; Egypt, the Nile River, and Palestine; Europe, Asia, Africa, and America; influences on fine arts, religion, and social structures)

1. Readings and (Optional) Exercises in the following Steck-Vaughn references or similar resources:

World History and You, Bk. 1

The First People, p. 2-9
Ancient Egypt, p. 10-15
Fertile Crescent, p. 16-20
Ancient Middle East, p. 21-26
Ancient India, p. 27-31
Ancient China, p. 32-37
Ancient Greece, p. 38-45
The Roman Empire, p. 46-51
Fall of Rome, p. 52-57
Christianity, p. 58-61
Europe in the Middle Ages, p. 62-66
Muslims, p. 67-72
Growth of Cities and Trade, p. 73-79

Our World Yesterday and Today

Fertile Crescent, p. 33-40
Ancient Egypt, p. 41-48
Ancient India and China, p. 49-56
Ancient Africa, p. 57-64
Classical (Ancient) Greece p. 66-73
The Roman Empire, p. 74-81
The Middle Ages, p. 82, 89 (I, ET: 6-8 hrs.)

**COMPETENCIES 13.04**

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**SAMPLE LEARNING ACTIVITIES**

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**PB 1 (Continued)**

2. As a class, discuss the difference between B.C. ("Before Christ") and A.D. ("Anno Domini") and how to calculate time from B.C. to A.D. With a partner, draw a timeline that covers the period from the Stone Age to 1300 A.D. Include as many events as fit on the timeline. (G, ET: 2-3 hrs.)

3. Make a chart that describes at least 2 contributions from the following ancient cultures: China, India, Africa, and Egypt. Explain what importance these contributions still have today. (I, ET: 45 min.)

4. In small groups, make a comparison chart of the various religious beliefs of the ancient peoples you studied. Include the religion's name, leader name, number of god(s) worshipped, rules or laws, and ideas about life after death. (G, ET: 1 hr.)

5. Choose an ancient culture most interesting to you. In groups of people who chose the same culture, make a scrapbook by collecting information about the civilization from sources such as magazines and encyclopedias. Focus on items that show what the art, clothes, people, and buildings of the time were like. (G, ET: 2-3 days)

6. Much about American democracy is patterned on the political beliefs of the ancient Greeks. Write a short paper (one page) on the democracy of Athens in Ancient Greece. How is Greek's democracy different/the same as the democracy of America? (I, ET: 45 min.)

7. If you could meet one person from the time of Jesus (approximately 0–100 A.D.), who would that person be? Write 3 questions you might ask the person. Provide the answers you think that person would give to your questions. (I, ET: 45 min.)

8. Some scholars believe that the United States is headed for a fall much like Rome's because of worsening social/political problems. As a class, discuss some of the reasons for the fall of Rome. Then, debate why you believe/do not believe the scholars who say the United States is headed for a fall. (G, ET: 1 hr. 30 min.-2 hrs.)

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**PB 2 (13.04) (CR 11.02, 11.03, 11.07, 11.08, 11.09, 11.10, 11.11, 11.13, 12.03, 12.05, 12.08, 15.01)**
**Benchmark Task:** Identify significant personalities, events, issues, and time periods from the Renaissance, Reformation, and Revolutions (French, American, and Industrial) and relate events from these periods which affect us today in art, social issues, and science.

(Basic content areas: Humanism, revival of learning, and art from the Renaissance; religious changes from the Reformation; exploration of new lands and overseas empires; science and the Age of Reason; changes from the American and French Revolutions and the Industrial Revolution; development of technology and cultural effects)

**COMPETENCIES 13.04**

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**SAMPLE LEARNING ACTIVITIES**

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**PB 2 (Continued)**

1. Readings and (Optional) Exercises from the following Steck-Vaughn references or similar references:

    Our World: Yesterday & Today

        Early Modern Europe (Renaissance and Reformation), p. 90-97

    World History and You, Bk. 1

        Growth of Nations/Democracy, p. 80-93
        Renaissance, p. 94-99
        Reformation, p. 100-105
        Explorers, p. 106-113
        Colonies, p. 114-119
        Revolutions, p. 120-148

    World History and You, Bk. 2

        Industrial Revolution, p. 4-29 (I, ET: 4-6 hrs.)

2. With a partner, draw a timeline that covers the period from 1300 to 1850. Include as many events as you can fit on the timeline. (G, ET: 1 hr. 30 min.-2 hrs.)

3. Write a short paper (one page) that explains how Europe changed during the Renaissance. (Give 3 ways.) How do these changes impact today? (I, ET: 1-1 hr. 30 min.)

4. Martin Luther and King Henry VIII were both unhappy with the Catholic Church. Write a paragraph that describes why each man was unhappy. What eventually happened because of their unhappiness? (I, ET: 30 min.)

5. There were many famous explorers during the 1400-1500s. Chose one explorer and roleplay what you imagine he might have said. Have your classmates try to guess who you are. (G, ET: 15-30 min.)

6. Find a globe and place a colored pin on England. Then, pin separate pieces of yarn from England to each one of its (former) colonies. (G, ET: 30 min.)

7. Pretend you are an American farmer during the 1770s. Write a letter to a friend or relative who lives in France, a peasant of the Third Estate describing why you might like to see a revolution in the Colonies. "Send" your letter to someone in your class. He/she should write back to you as the French peasant describing why he/she might want a revolution in France. (G, ET: 2-3 hrs.)

8. As a class, discuss why the years 1750-1850 are called the Industrial Revolution. Then, divide up into "factory workers" and "owners." Argue for better working conditions if you

**COMPETENCIES 13.04**

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**SAMPLE LEARNING ACTIVITIES**

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**PB 2 (Continued)**

are a worker and for more production if you are an owner. Be sure to provide reasons for your demands. (G, ET: 1 hr.)

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PB 3 (13.04) (CR 11.02, 11.03, 11.07, 11.08, 11.09, 11.10, 11.11, 11.13, 12.03, 12.05, 12.08, 15.01)
Benchmark Task: Identify significant world personalities, events, issues and time periods during the Nineteenth and early Twentieth Century and relate these influences from this period to our world today.

(Basic content areas: Imperialism, nationalism, attacks on freedom in Europe, the Monroe Doctrine, revolts in Europe, Italian and German unification, reforms in Britain, autocracy in Russia, World War I causes and effects, rise of communism in Russia)

1. Readings and (Optional) Exercises from the following Steck-Vaughn references or similar resources:

    World History and You, Bk. 2

        Nationalism, p. 30-39
        Imperialism, p. 40-46
        World War I, p. 47-54
        Russian Revolution, p. 55-61

    Twentieth Century America

        World War I, p. 12-24

    Amazing Century, Bk. 1: 1900-29

        World War I and Russia, p. 9-16 (I, ET: 1 hr. 30 min.-2 hrs.)

2. Research the Monroe Doctrine by looking at books and an encyclopedia. Write a short paper answering the following questions: What was the Monroe Doctrine? When was this doctrine created? Why was this doctrine important then? What impact might this doctrine have for today? (I, ET: 1 hr. 30 min.-2 hrs.)

3. By the early 20th Century, many European nations (Britain, France, Spain, Germany, Italy) and the United states had colonized much of the "Third World." Define "colony" and write at least 3 reasons why nations wanted colonies. (I, ET: 30-45 min.)

4. With a partner, make a chart that resembles the one below. Then, answer the questions for both Germany and Italy. (More than one answer might be possible.) (G, ET: 45 min.)

**COMPETENCIES 13.04**

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**SAMPLE LEARNING ACTIVITIES**

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PB 3 (Continued)

| QUESTIONS | GERMAN UNIFICATION | ITALIAN UNIFICATION |
|---|---|---|
| What were Germany and Italy like before unification? | | |
| Why did Germany and Italy begin to unify themselves? | | |
| When was unification? | | |
| Who led the move towards unification? | | |
| How did he accomplish unification? | | |
| What made unification difficult? | | |
| What were Germany and Italy like after unification? | | |
| What are Germany and Italy called now? | | |

5. Discuss the reasons for World War I, as well as the results of this war. Using a map of Europe as it was during World War I, shade in the countries with different colors, based on whether they were allies of England or allies of Germany. Draw a legend or "key" for identification purposes. (G, ET: 1-2 hrs.)

6. Pretend you are a foreign correspondent who has been sent to interview Vladimir Il'yich Lenin, leader of the Russian Revolution. Prepare a list of at least 6 questions and give them to a classmate to answer. (G, ET: 1-1 hr. 30 min.)

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PB 4 (13.04) (CR 11.02, 11.03, 11.07, 11.08, 11.09, 11.10, 11.11, 11.13, 12.03, 12.05, 12.06, 15.01, 15.04)
Benchmark Task: Identify significant world personalities, events, issues, and trends from the 1920s to 1950s and describe how this time period affects America as we approach the 21st Century.

(Basic content areas: League of Nations, rise of communism in Russia, fascism in Europe, changes in China and Japan, the Great Depression, World War II causes and effects, the Marshall Plan, the United Nations, and N.A.T.O.)

COMPETENCIES 13.04

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SAMPLE LEARNING ACTIVITIES

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PB 4 (Continued)

1. Readings and (Optional) Exercises from the following Steck-Vaughn references or similar resources:

   World History and You, Bk. 2

   Dictators in Italy and Germany, p. 62-67
   World War II, p. 68-82
   United Nations, p. 83-87
   N.A.T.O., p. 89

   Twentieth Century America

   Great Depression, p. 38-48
   World War II, p. 49-75

   Amazing Century, Bk. 2, 1929-45

   Depression, p. 6-11, 24-26
   World War II, p. 12-23 (I, ET: 1 hr. 30 min.-2 hrs.)

2. As a class, discuss the causes and effects of World War II. Then, borrow or rent a short documentary about the War. After watching, discuss World War II and write an answer to these questions: Did the documentary support what I've read about World War II? If yes, in what ways? If not, what was different? (I/G, ET: 2-3 hrs.)

3. With a partner, create a line graph that depicts the value of the stock market in 1929 and its value after the crash later that year that plunged the United States into the Great Depression of the 1930s. As a class, discuss how the market's crash led to such economic troubles. Speculate about what life was like during the Depression. (G, ET: 1 hr.)

4. Make a chart comparing the beliefs and practices (and any other information) of the following 3 political philosophies: Fascism, Nazism, and democracy. Include country of origin on your chart. (I, ET: 1 hr. 30 min.)

5. Write a short paper (1 1/2-2 pages) on one of the following leaders: F. D. Roosevelt, Winston Churchill, or Joseph Stalin. Focus specifically on his role just before and during World War II. What are your own impressions of the leader you chose? (I, ET: 1 hr. 30 min.-2 hrs.)

6. With a partner, create a chart with the following headings across the top: League of Nations, Marshall Plan, United Nations, and N.A.T.O. (North Atlantic Treaty Organization). Answer the following questions for each heading: When was this organization/program set up? What was it assigned to do? Is it still in existence? If yes, name one thing it has done recently? (G, ET: 1 hr.)

**COMPETENCIES 13.04**

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**SAMPLE LEARNING ACTIVITIES**

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**PB 4 (Continued)**

7. Pretend you are a Japanese citizen in 1950. Write a letter to a "friend" in China describing Japan's role in World War II and afterwards. "Send" your letter to a classmate (the "friend") who will write back to you describing China's role in World War II and afterwards. Be sure to include your feelings (put yourself in the place of a Chinese or Japanese citizen). You are writing a personal letter to a friend so include more than facts in your letter! (I/G, ET: 2 hrs.)

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**PB 5 (13.04) (CR 11.02, 11.03, 11.07, 11.08, 11.09, 11.10, 11.11, 11.13, 12.03, 12.05, 12.08, 15.01 15.02, 15.04)**
**Benchmark Task:** Identify significant world personalities, events, issues, and trends from the 1950s through the 1970s and explain how these trends and issues affect today's world.

(Basic content areas: European common market, the Cold War, Berlin Wall, socialism, Sputnik, communism and nationalism in China, Korean Conflict, changes in India, Vietnam, changes and tensions in the Middle East, formation of independent African states, problems of South Africa, recognition of African culture and art, space exploration, Cuban Crisis, and economic and social problems in Latin America)

1. Readings and (Optional) Exercises from the following Steck-Vaughn references or similar resources:

World History and You, Bk. 2

Cold War, Korea, Cuba, p. 88-93
China, p. 94-99
Africa Today, p. 116-122
Latin America Today, p. 123-129
Sputnik, p. 132
Nuclear Weapons, p. 144-149

Twentieth Century America

Cold War, p. 76-87
1950s, p. 88-99
1960s, p. 100-110
1970s, p. 111-122

Amazing Century, Bk. 5: 1975-1992

1970s (Mid East), p. 7-11 (I, ET: 1 hr. 30 min.-2 hrs.)

2. Write a short paper (one page) explaining 3 ways technology has changed the world. (I, ET: 45 min.)

COMPETENCIES 13.04

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SAMPLE LEARNING ACTIVITIES

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PB 5 ( Continued)

3. Borrow or rent a film or documentary on the United States and Soviet Union programs of the 1950s and 1960s. After watching the film/documentary, discuss why the space program contributed to the Cold War. What other factors contributed? (G, ET: 1-2 hrs.)

4. Write a paragraph on the reasons for the Cuban Missile Crisis. Then, with a partner, write a dialogue between the United States President, John F. Kennedy, and the Cuban leader, Fidel Castro, that could have taken place at the height of the Crisis. Share your dialogue (aloud) with the class. (I/G, ET: 1 hr. 30 min.)

5. Write a short paper (one page) on the following questions: Do you think the United States should have gotten into the Vietnam conflict? Why or why not? (I, ET: 30-45 min.)

6. With a small group, look for examples of African art or culture (or art and culture with an African influence) in books and magazines. If possible, cut these examples out and display them. As a class, discuss why you think African art and culture became more recognized during the 1950s-1970s. (G, ET: 1-1 hr. 30 min.)

7. Israel is an important Middle Eastern ally of the United States. Draw a timeline that illustrates Israel's history from 1947-1973. As a class, discuss the important recent changes that have taken place in Israel. Refer to newspaper and magazine articles if you are not sure. (I/G, ET: 1-2 hrs.)

8. Write down the name and date of one event that took place between 1950 and 1979, as well as the countries involved. Then, write 6 questions pertaining to this event. Give your questions to a class member to answer. you should also get some questions to answer. (G, ET: 45 min-1 hr.)

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PB 6 (13.04) (CR 11.02, 11.03, 11.07, 11.08, 11.09, 11.10, 11.11, 11.13, 12.03, 12.05, 12.08, 15.01, 15.02, 15.04)
Benchmark Task: Identify significant world personalities, events issues, and trends from the 1980s and 1990s and predict what types of world issues will emerge during the first half of the 21st Century. Support the predictions with historical patterns and trends.

(Basic content areas: Middle East issues and the Gulf War, North American Free Trade Agreement (N.A.F.T.A.), globalization of the economy, technological advances, economic issues, democratization and capitalistic movements in East Germany and Russia, internal fighting in Bosnia, and United Nations' role in Somalia)

1. Readings and (Optional) Exercises from the following Steck-Vaughn references or similar resources:

World History and You, Bk. 2

Technology, p. 130-136
Gorbachev, p. 112-113

**COMPETENCIES 13.04**

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**SAMPLE LEARNING ACTIVITIES**

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PB 6 (Continued)

Twentieth Century America

1980s, p. 123-136 (I, ET: 3-4 hrs.)

2. Pretend that you are interviewing both Michail Gorbachev, former head of the Soviet Union, and Boris Yeltsin, current head of Russia. Prepare for the "interview" by reading about these men. Then, write 3 questions (each) that you would ask Gorbachev/Yeltsin. have a class member pretend to be one of the men. Ask your questions. The class member should answer as Gorbachev or Yeltsin might. Find another class member to be the other man. (G, ET: 2-3 hrs.)

3. Of all 20th Century inventions, which one (in your opinion) was/is the most important? Write a short paper (one page) explaining your reasons. (I, ET: 1 hr.)

4. As a class, brainstorm about what you know about the Persian Gulf War. Then, find articles about the war. Discuss the reasons why the war happened, what happened, the outcome, and its impact today. (G, ET: 1 hr. 30 min.- 2 hrs.)

5. Using magazines and newspapers, research "supply-side" economics (often called "Reaganomics"). Write briefly about what supply-side economics is, how it came about, and its impact on the 1980s. (I, ET: 2 hrs.)

6. Read about the North American Free Trade Agreement (N.A.F.T.A.). Divide the class into 2 groups and debate the pros and cons of the agreement. (G, 1 hr. 30 min.)

7. Read about the recent famine and bloodshed in Somalia. Do you think we should have sent United States troops there? Food aid? Do you think our troops should still be there? Write a "letter" to the United States delegate at the United Nations in New York City explaining your position. (I, ET: 2 hrs.)

8. Identify the countries which until recently made up what was called "Eastern Europe." Clip current news stories and pictures about these countries, especially ones that deal with the conflict in Bosnia. Choose one article and report on it in front of the class. Then, arrange the clippings on a bulletin board and give it an appropriate title. (G, ET: 6 hrs.)

9. Identify one world issue (social, political, ethical, or environmental) and trace the historical events that affected this issue. Write a position paper (3-5 pages) summarizing its history and its pros and cons. State your own opinion on the issue and the reasons you believe as you do. The following tasks are suggested for developing and completing the paper:

   A. Identify the issue and gather information from books, magazines, newspapers, or other sources. Write down the author, date of publication, title, name of publication, city where publisher is located, name of publisher, and inclusive page numbers.

**COMPETENCIES 13.04**

## SAMPLE LEARNING ACTIVITIES

**PB 6 (Continued)**

B. Read about the issue and take notes on the history of the issue, as well as its pros and cons. Be careful to distinguish between facts and someone's opinion on the issues.

C. Discuss the issue with one or more classmates examining the issue historically and different beliefs about it. After the discussion, write your thoughts on the issue.

D. Write your position paper. Include a bibliography of sources you used for information for the paper. If possible, use a computer/word processing program to write the paper. (I/G, ET: 6-7 hrs.)

## RESOURCES

| | |
|---|---|
| Steck-Vaughn. | 1) Our World: Yesterday and Today, Level F<br>2) World History and You, Bks. 1 & 2<br>3) Twentieth Century America, Living in America Series<br>4) Pre-GED Social Studies |
| Contemporary Books. | Contemporary's Amazing Century<br>Book 1: 1900-1929<br>Book 2: 1929-1945<br>Book 5: 1975-1992 |
| Immigration and Naturalization Service. | United States History: 1600-1987, Level 1 |
| Globe Fearon. | 1) Fearon's World History<br>2) Exploring World History<br>3) World History for a Global Age<br>4) Quercus World History |

## ADDITIONAL RESOURCES

**COMPETENCIES 13.04**

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## ADDITIONAL LEARNING ACTIVITIES

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## Duty Area: TECHNOLOGY & TOOLS

**KCBAE Level I**

Beginning Level

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**COMPETENCIES:**

4.01 Demonstrate knowledge of computer applications
4.02 Demonstrate use of measuring tools
4.03 Demonstrate ability to use electronic technology

### RELATED SKILLS

* Mathematics 3.01, 3.02
Science
Health/Wellness
Technology/Tools
* Consumer Economics 5.05
Home Management
Family Relationships
* Interpersonal/Social 8.01, 8.03
* Self-Management 9.06, 9.11
Employability
* Communication 11.01, 11.02
* Thinking 12.01, 12.02, 12.03
Social Sciences
Govt./Citizenship
Cultural Diversity
* Community Resources 16.01

### PREREQUISITES

Basic reading skills
Computation with whole numbers and fractions

### PROGRESS BENCHMARKS

1. Use the telephone to place and receive messages
2. Convert simple unit measures
3. Use computer software which teaches a skill–computer assisted instruction (CAI)
4. Use a calculator for basic math calculations
5. Select and play a videotape on a VCR
6. Use an answering machine

### TERMINOLOGY

Terms that students should know or learn as part of this lesson.

Boot tax
Log off
Disk or Diskette
Mouse
Announcement
Automated
Directory
Software
Computer assisted instruction (CAI)
Log on
Hardware

### REFLECTIONS

Electronic devices such as telephones, answering machines, video cassette recorders (VCRs), calculators, and computers are part of our daily lives. Gaining skill and confidence in working with electronic technology will help us both at home, and conducting business activities. Also, accurate measurements and the use of measuring devices are universal tasks important in personal and work environments.

**COMPETENCIES 4.01, 4.02, 4.03**

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**SAMPLE LEARNING ACTIVITIES**

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**PB 1 (4.03) (CR 11.10, 11.02, 11.04, 11.07)**
**Benchmark Task: Use the telephone to place and answer calls.**

**(Basic content areas: Listening skills, telephone courtesy, taking messages using the telephone directory, using directory assistance, type of telephone calls)**

1. Discuss and locate these sections of the phone directory: customer guide, emergency numbers, directory assistance, local and long-distance calling instructions, area code and time zones, optional services, and yellow pages. (G, ET: 30 min.)
2. Make your own phone directory. List the name and numbers of 3 friends or relatives; 3 businesses you might call (such as bank, grocery store, beauty shop); your child's school, the health department, the public library. (I, ET: 2 hrs.)
3. Watch a video on telephone courtesy. Discuss the difference between personal and business calls. (G, ET: 1 hr.)
4. Using your personal directory, select one number from each section. Tell whom you are calling and the purpose of the call. Write a script for the call. (I, ET: 2 hrs.)
5. Discuss the different kinds of information you might need to write during a phone conversation. Make a group list for each of the 3 categories. (G, ET: 1 hr.)
6. Place a call to one person, business, or office. Make notes on the information you receive. (I, ET: 30 min.)
7. Role play a telephone conversation with a class member. As a group, observe and discuss what was good or bad about the skills used in the skit. (G, ET: 30 min.)
8. Place a call to a friend, to a business, and to a public facility. Take notes as needed. (I, ET: 30 min.)
9. Using the time zone chart in the directory, determine what time (local) you must place a call in order for you to reach a friend in California at 8 p.m. Pacific time. (I, ET: 10 min.)
10. Call information "800" for the phone number of a Kentucky State Park near you. (I, ET: 5 min.)
11. Use the yellow pages to find a listing for a beauty shop or barber shop. (I, ET: 5 min.)
12. Using the area code chart, locate a town outside your local calling area. Call directory assistance and get the telephone number for the public library of that town. (I, ET: 5 min.)

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**COMPETENCIES 4.01, 4.02, 4.03**

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**SAMPLE LEARNING ACTIVITIES**

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**PB 2 (4.02) (CR 3.02, 3.03, 12.08)**
**Benchmark Task:** Make simple unit conversions of measurement within English units. Examples: teaspoon-tablespoon; cup, pint, quart, gallon; inch, foot, yard, mile; penny, dime, quarter, half dollar, dollar.

(Basic content areas: Equivalent measures, formula for unit conversions, fractions and decimals, liquid, solid, distance, and money measurements)

1. Using measuring cups, determine how many 1/3 cups, how many 1/2 cups and how many 1/4 cup measures it would take to fill a pint jar. (I, ET: 20 min.)

2. Using measuring spoons, determine how many spoons of each size make 6 tablespoons. (I, ET: 20 min.)

3. Convert the following:

| | |
|---|---|
| 30 inches | ____feet |
| 19 feet | ____yards |
| 2 quarts | ____cups |
| 10 teaspoons | ____tablespoons |
| 24 ounces | ____pounds |
| 14 quarts | ____gallons |
| 4 gallons, 2 pints | ____quarts |

(I, ET: 30 min.)

4. Use a rule to measure the length of these items: 1) your house key, 2) your pencil, 3) your notebook. (I, ET: 10 min.)

5. Use a yard stick to measure the perimeter of a desk or table. (I, ET: 5 min.)

6. Use a measuring tape to measure the length of a room. (I, ET: 5 min.)

7. Choose a favorite recipe and convert it to make 3 times the normal recipe. (I, ET: 20 min.)

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**PB 3 (4.01) (CR 9.01, 9.02, 11.08, 11.12)**
**Benchmark Task:** Demonstrate knowledge of basic computer operation to use computer assisted instruction software.

(Basic content areas: Identifying computer components and functions, powering up/down computer, loading the printer with paper, selecting and/or loading selected software, and using a mouse)

1. Identify these components of a computer system: computer central processing unit (CPU), monitor, floppy disk drive, CD ROM drive, hard disk drive, printer, mouse. (I, ET: 15 min.)

**COMPETENCIES 4.01, 4.02, 4.03**

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**SAMPLE LEARNING ACTIVITIES**

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**PB 3 (Continued)**

2. Identify the following keys on the keyboard: arrow keys, enter/return, space bar, shift key, cap lock key, PgUp, PgDn, Num Lock, and function keys. Tell what these keys do. (I, ET: 15 min.)
3. Turn on the system. Log onto the network (sign in). Select a program from the menu. When you finish with the program, exit the program. Next exit the network. Use the selection keys and mouse. (I, ET: 15 min.)
4. Load a program from the floppy drive. When finished, exit the program. Remove and store the floppy disk properly. (I, ET: 15 min.)
5. Unload and load paper on the printer. Adjust the paper to the top of the page to ready the printer for printing. (I, ET: 15 min.)
6. Load a program that produces a printout. Print. Remove the printout from the printer. Reset paper. Exit the program. (I, ET: 20 min.)

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**PB 4 (4.03) (CR 3.01, 3.02, 3.03, 12.04)**
**Benchmark Task:** Use a calculator to perform basic math functions. (Example: Take a grocery tape and check the addition using a calculator.)

(Basic content areas: Calculator operation keys; data entry procedure; basic addition, subtraction, multiplication, and division with a calculator)

1. Using your calculator, discuss the functions of the total "t", minus "-", division " " and multiplication "*" keys. Locate and describe the use of the clear, clear-all, and total keys. (I & G, ET: 20 min.)
2. Using 2 food-store advertisements, make a grocery list for the same 5 items. List the price for each item per unit (pound, ounce, pint, or quart). Total the prices to discover which store has the better sale. Determine how much you would save. (I, ET: 30 min.)
3. Using a menu from a local restaurant, select a meal. Calculate the total cost of the meal including a 15% tip. (I, ET: 25 min.)
4. Using a paycheck stub, total all the withholdings and subtract the amount from the gross pay. Is the net amount correct? (I, ET: 15 min.)
5. Using the calculator, determine how much rope you need to reach around a box that measures 4 feet square. (I, ET: 15 min.)
6. Determine your gross pay if you worked 8 1/2 hours and earned $4.50 an hour. (I, ET: 5 min.)

**COMPETENCIES 4.01, 4.02, 4.03**

**SAMPLE LEARNING ACTIVITIES**

PB 4 (Continued)

7. Calculate the number of people you could invite to a party if the cost per person amounts to $4.25 and you have $210. (I, ET: 5 min.)

PB 5 (4.03) (CR 9.15, 11.12)
Benchmark Task: Select a videotape on a topic of interest and play it in a VCR or television.

(Basic content areas: Identification of types of available rental tapes, considerations for tape selection, simple operation of VCR to run a tape)

1. Locate and discuss what the "play,"rewind," "fast forward," "pause," and "record" buttons do and the symbols used to indicate them. (I and G, ET: 20 min.)
2. Use a tape recorder to record a song or newscast from the radio or television. (I, ET: 30 min.)
3. Visit a library. Apply for a library card and a video club card. Select and check out a video cassette. Make a list of the types of videos at the library. Discuss the rules for borrowing from the library. (G, ET: 2-3 hrs. depending on group size)
4. Play a videotape on a VCR. Rewind the tape when finished. (I, ET: 30 min.)
5. Practice setting the time on digital clocks, watches, or the VCR. (I/G, ET: 20 min.)
6. Visit a video rental store. Get an application for membership. Make a list of the kinds of videos found there. (G, ET: 1-2 hrs. depending on group size)
7. Discuss the various kinds of videos available at the library and the rental store. Discuss ratings of videos. Discuss which ratings and kinds of videos you would show to a child and why. (G, ET: 1 hr.)
8. Complete the application from the video rental store. Discuss the rental store regulations for borrowing videos (loan period, fees, late fees). (I and G, ET: 45 min.)

PB 6 (4.03) (CR 9.01, 11.12)
Benchmark Task: Use an answering machine to leave messages, remove message and reset.

(Basic content areas: Reading and following directions from manual, composing messages, voice expression and quality)

1. Listen to a collection of messages you might hear when you connect an answering machine (taped by students, instructor, or purchased). Discuss which are appropriate for a personal machine or for a business machine. Discuss clarity, length, purpose of messages, and background noise. (G, ET: 1 hr.)

**COMPETENCIES 4.01, 4.02, 4.03**

## SAMPLE LEARNING ACTIVITIES

**PB 6 (Continued)**

2. Write a message you might record on your machine asking callers to leave a message. (I, ET: 20 min.)
3. Record your message to leave for callers on a tape recorder. Play back your message. Analyze the message. (I, ET: 25 min.)
4. Record your announcement on an answering machine. Set the machine to receive messages. (I, ET: 20 min.)
5. Call an answering machine. Listen to the announcement. Leave a message. (I, ET: 10 min.)
6. Play the messages left on an answering machine. Clear the messages. Reset the machine. Take notes. (I, ET: 20 min.)
7. Call the answering machine from another line. Play the messages. (I, ET: 15 min.)

## RESOURCES

| | |
|---|---|
| Contemporary Books. | Measurement, Real Numbers Series<br>Life Skills: Developing Consumer Competence |
| Curriculum Associates. | On My Own At Home |
| Educational Design. | Real Life Math Video Series |
| Steck-Vaughn. | Measurement, Geometry & Algebra, Math Matters Series |
| Walch. | Calculators at Work in Daily Living<br>Using a Calculator: Easy Lessons and Practice Activities<br>Telephone Management Activities |
| Ebsco. | Calculators at Work in Daily Living |
| New Readers Press. | Writing To Others by Cheri Cook |
| | **Worksheets** |
| The Job World. | Taking Phone Messages |
| | **Computer Software** |
| Educational Activities. | Measuring in Traditional and Metric Units |

**COMPETENCIES 4.01, 4.02, 4.03**

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**RESOURCES (Continued)**

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| | |
|---|---|
| Milliken. | Math Sequences: Measurement Formulas Module |
| | **Audiotapes/Cassettes/Masters** |
| Fearon. | Writing For a Reason Book 5 (Audio-tape with book) |
| Walch. | Telephone Use Activity Pack (cassettes, masters) |
| | **Kits** |
| Lakeshore Learning. | Hands-On-Measurement Program |
| Ebsco Curriculum Materials. | 1) Measuring Skills<br>2) Telephone Skills |

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**ADDITIONAL RESOURCES**

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**ADDITIONAL LEARNING ACTIVITIES**

# Duty Area: TECHNOLOGY & TOOLS

KCBAE Level II

Intermediate Level

**COMPETENCIES:**
4.01 Demonstrate knowledge of computer applications
4.02 Demonstrate use of measuring tools
4.03 Demonstrate ability to use electronic technology

## RELATED SKILLS

* Mathematics 3.01, 3.02
Science
Health/Wellness
Technology/Tools
* Consumer Economics 5.05
Home Management
Family Relationships
* Interpersonal/Social 8.01
* Self-Management 9.06, 9.11
* Employability 10.01
* Communication 11.01, 11.02
* Thinking 12.02, 12.02, 12.03
Social Sciences
Govt./Citizenship
Cultural Diversity
Community Resources

## PREREQUISITES

Familiarity with measuring devices
Parts of a "friendly letter"
Checkbook and register use
Beginning computer skills
Basic map skills
Telephone courtesy
Completion of application forms

## PROGRESS BENCHMARKS

1. Measure linear dimensions, temperature, weight, and miles with appropriate tools
2. Use an automatic teller
3. Compose letters with a computer
4. Calculate time and distance to geographic locations
5. Use telephones for business and personal use
6. Locate resources on a computerized library card catalog

## TERMINOLOGY

Terms that students should know or learn as part of this lesson.

Oral
Transfer
Ruler
Mileage scale

Debit
Bank
Card catalog

Credit
Balance
Weight scales

Automated teller
Thermometer
Mileage map

## REFLECTIONS

Almost everywhere students turn in today's society, they see the effects of a constantly changing technology. The skills in this component of the curriculum develop students' job skills and provide students with abilities that will enhance their daily living. Use of technology and tools helps students accomplish necessary work and life tasks more efficiently.

COMPETENCIES 4.01, 4.02, 4.03

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SAMPLE LEARNING ACTIVITIES

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PB 1 (4.02) (CR 3.12)
Benchmark Task: Read scales on standard measuring devices: ruler, thermometer, weight scales, and mileage scales (maps).

(Basic content areas: Calculating fractional parts, measuring using various measuring tools, understanding scale drawings)

1. Using a 6" or 12" ruler, measure and mark these lengths on a sheet of a paper: 1/4", 1 1/2", 2 1/8", 3 3/4", 4". (I, ET: 10 min.)

2. Using a road map of Kentucky with a scale of miles, measure the distance between the cities of Lexington and Louisville, Paducah and Owensboro, Ashland and Pikeville. (I, ET: 20 min.)

3. Using a distance and time zone map of the United States, calculate the distance between these cities, the estimated time to drive the distance and time of arrival (local time): Houston, TX to Phoenix, AZ; Lexington, KY to Los Angeles, CA; Seattle, WA to Miami, FL. (I, ET: 25 min.)

4. Using a grocer's scale or a kitchen scale, weigh the following items to the closest ounce or gram: an apple, a can of soda, a book, and a pencil. (I, ET: 15 min.)

5. Using an oral thermometer with a degree scale take your temperature. Discuss the care and sanitizing of the thermometer. Repeat the activity using a digital thermometer. (I & G, ET: 20 min.)

6. Using a room temperature device or an outside thermometer, record the temperature in different rooms, indoors and outside, in the sun, and in the shade. (I, ET: 20 min.)

7. Compare and contrast metric and standard measurements. Measure distances of 2 objects using both units of measurement (Example: door knob to floor). (I, ET: 20 min.)

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PB 2 (4.01, 4.03) (CR 1.02, 5.04, 9.02, 11.12, 12.08)
Benchmark Task: Locate information about automatic teller cards and write a description of the types of cards available, how to use them, and advantages and disadvantages of their use.

(Basic content areas: Opening and using bank accounts; keeping bank balances, debit cards, safety precautions with automatic teller usage; discussing responsibilities of the bank and of the consumer for card usage)

1. Read the directions on an automated teller and review the steps for its use. The class may take a field trip to the bank.) (G, ET: 20 min.)

2. Go to the library and find articles on debit and credit cards. (I, ET: 1 hr.)

**COMPETENCIES 4.01, 4.02, 4.03**

**SAMPLE LEARNING ACTIVITIES**

**PB 2 (Continued)**

3. Read and describe materials on debit and credit cards. Point out the differences found in the information. (G, ET: 30 min.)

4. Discuss the precautions to take when using an ATM. (G, ET: 15 min.)

5. Write a short report on the types of cards (debit and credit) available, the pros and cons of using cards, and how you might use the cards to transact your business. (I, ET: 1 hr.)

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**PB 3 (4.01) (CR 8.03, 11.03, 11.07, 11.09)**
**Benchmark Task:** Use a computer to write a letter of congratulations to a student graduating from high school.

(Basic content areas: Parts of a friendly letter, construction of sentences and paragraphs, writing a "good news" letter, basic computer operations, use of a word processing software package)

1. Review the friendly letter. Write a friendly letter of congratulations for the birth of a baby in draft form using pencil and paper. (I & G, ET: 40 min.)

2. Using the computer and a word processing program, write a friendly letter of congratulations to a student graduating from high school. Save the file. Close the file and exit the program. (I, ET: 30 min.)

3. Print the letter. Proofread for form, spelling, and grammatical errors. Save a computer file of the letter. (I, ET: 15 min.)

4. Open the computer file of the letter you saved in PB 3, Activity 3. Add another paragraph to the letter. Print the letter. Close the file. (I, ET: 30 min.)

5. Open the computer file again. Change the name of the student. Remove a sentence from a paragraph. Misspell several words. Print the letter. Run the spell-check program. Make the needed corrections. Print the letter. Save the changes and close the file. (I, ET: 30 min.)

6. Discuss the difference in writing a letter by hand or on the computer. Point out the pros and cons of each method. (I, ET: 20 min.)

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**PB 4 (4.02) (CR 3.09, 3.12, 11.12, 12.04)**
**Benchmark Task:** Use a map scale, calculate time and distance from one fixed location (home) to work, hospital, fire station, police station, another city and state.

(Basic content areas: Use of scale drawings, measurement of distance, application of formula: Time = Distance divided by Rate)

**COMPETENCIES 4.01, 4.02, 4.03**

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**SAMPLE LEARNING ACTIVITIES**

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**PB 4 (Continued)**

1. Obtain a county road map and locate your home on the map. (I, ET: 5 min.)

2. Identify and mark the following locations: your place of work or your school, the hospital, the fire station nearest you, the residence of a friend that lives several miles from you. (I, ET: 20 min.)

3. List the name of each location. Use the distance scale on your county map to determine the distance from your home to each location. Record the distance beside the name of the location. (I, ET: 25 min.)

4. Using the formula: Time = Distance divided by rate (mph), calculate the time required to travel from your home to each location if you travel at a rate of 65 mph. (I, ET: 30 min.)

5. Use the Time formula and recalculate the time required to travel to each location at 35 mph. (I, ET: 30 min.)

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**PB 5 (4.03) (CR 8.01, 9.01, 9.09, 9.11, 11.01, 11.02, 11.04**
**Benchmark Task:** Transfer telephone calls, place callers on hold, take messages, and return calls.

(Basic content areas: Using the button telephone, taking messages, placing calls, transferring calls, practicing telephone courtesy)

1. Using a multi-phone system, have someone place a call to you. Use telephone courtesy. Place the caller on hold for 10 seconds. Complete the call. (I, ET: 10 min.)

2. On a multi-phone system, have someone place a call to you. Transfer the call to another station. Answer and complete the call. (I, ET: 10 min.)

3. Place a call to a partner. Give a clear message that must be written down. Have the person repeat your message to you. (I/G, ET: 10 min.)

4. Have a partner or a friend call you and leave a complex message for another person. Write down the message. (I/G, ET: 15 min.)

5. Choose a partner. Plan and perform a short skit of a phone conversation with one of the following. Perform for the group. Do not use identities, such as Mom.

    1) Very close friends
    2) Your mother
    3) Your boss
    4) A bill collector
    5) Your sweetheart or spouse
    6) A child

**COMPETENCIES 4.01, 4.02, 4.03**

**SAMPLE LEARNING ACTIVITIES**

**PB 5 (Continued)**

Have the group guess to whom you were talking and explain how they could tell. (G, ET: 30 min.)

**PB 6 (4.03) (CR 9.01, 9.02, 9.06, 9.15, 11.04, 11.04, 11.11, 12.08, 16.01)**
Benchmark Task: Go to a local or university library with a computerized card catalog and locate resources on a particular topic.

(Basic content areas: Using a library card catalog, identifying possible topics and ways to search for information, following instructions on a computer screen, following instructions for machine operation, asking for assistance when needed)

1. Observe a demonstration of the use of an automated card catalog. (G, ET: 15 min.)
2. Do a title search for the book Gone With the Wind. Write down the call number and the author. (I, ET: 10 min.)
3. Practice doing an author search for the writer Danielle Steele. Write down the titles and call numbers from 3 books written by this author. (I, ET: 10 min.)
4. Execute a subject search on the topic "Horses." Write down several titles and their call numbers. (I, ET: 10 min.)
5. Perform a series search on the Baby-Sitters Club Series or Dr. Suess books. Write down the number of titles the library has in this series and books. (I, ET: 5 min.)

**RESOURCES**

| | |
|---|---|
| | Any basic computer handbook |
| Contemporary. | Life Skills: Developing Consumer Competence |
| | **Kits** |
| Lakeshore Learning. | Hands-On-Measurement |
| Ebsco Curriculum Materials. | 1) Telephone Skills<br>2) Measuring Skills |

**COMPETENCIES 4.01, 4.02, 4.03**

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**RESOURCES (Continued)**

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**Worksheets**

| | |
|---|---|
| Job World. | Taking Phone Messages |

**Skillbooks**

Lakeshore Lifeskills.

1) Teaching U.S. Map Skills Program
2) Getting There from Here Skillbook
3) Success with Maps Skillbook
4) Skills for Living 2: Coping as a Consumer (The Amazing Adventures of Harvey Crumbaker)

**Software**

| | |
|---|---|
| Lakeshore Lifeskills. | Atlas Explorer |

**Video**

| | |
|---|---|
| Lakeshore Lifeskills. | Credit Cards: Living with Plastic |

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**ADDITIONAL RESOURCES**

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**ADDITIONAL LEARNING ACTIVITIES**

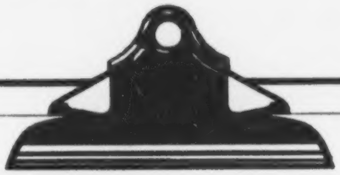
# Duty Area: TECHNOLOGY & TOOLS

**Advanced Level**

**KCBAE Level III**

| **COMPETENCIES:** | 4.01 | Demonstrate knowledge of computer applications |
|---|---|---|
| | 4.02 | Demonstrate use of measuring tools |
| | 4.03 | Demonstrate ability to use electronic technology |

## RELATED SKILLS



Mathematics
Science
Health/Wellness
Technology/Tools
* Consumer Economics 5.04
Home Management
Family Relationships
* Interpersonal/Social 8.02, 9.08
Self-Management
Employability
* Communication 11.01, 11.02
* Thinking 12.01, 12.03, 12.04
Social Sciences
Govt./Citizenship
Cultural Diversity
* Community Resources 16.01

## PREREQUISITES

Intermediate reading skills

## PROGRESS BENCHMARKS

1. Use a VCR to record a program at a delayed time
2. Deposit and withdraw money using an automatic teller
3. Write a report on the computer
4. Use Voice Mail or other special phone features
5. Identify types of scanners
6. Make a documentary film with a VCR

## TERMINOLOGY

Terms that students should know or learn as part of this lesson.

Edit Documentary Scanner Credit card Debit card
ATM Story board Word processing software

## REFLECTIONS

Advanced technology and tools skills will not only help students in daily living, but will provide students many basic skills needed in the workplace. Familiarity with the use of video recorders and cameras, ATMs, computers, optical scanners and other forms of technology is necessary for anyone entering the "world of work." Mastering these technology and tools skills will give students advantages in their searches for jobs that they will enjoy.

BEST COPY AVAILABLE

**COMPETENCIES 4.01, 4.02, 4.03**

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**SAMPLE LEARNING ACTIVITIES**

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**PB 1 (4.03) (CR 1.02, 8.02, 9.02, 11.12, 12.05)**
**Benchmark Task:** Program a VCR to record a delayed program.

(Basic content areas: Reading and following instructions, identifying parts of a VCR, conducting operational procedures for a VCR)

1. Set a VCR clock to the correct time and day. (I, ET: 15 min.)
2. Using a television program guide, find a program you wish to record; make note of time and channel. (I, ET: 5 min.)
3. Read the operational instructions in your VCR manual. Set the start time and the channel to record the program in PB 1, Activity 2. Set the stop time for the recording to end. (I, ET: 15 min.)
4. Rewind the VCR tape. Play the recorded program. (I, ET: Depends on length of the program)
5. Set the VCR to record 2 separate programs on different days. (I, ET: 10 min.)
6. Many students have VCRs in their home. List the features of each VCR. Then, create a chart to see how many features are shared. (G, ET: 20-30 min.)

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**PB 2 (4.03) (CR 3.08, 50.04, 9.01, 9.11, 11.04)**
**Benchmark Task:** Use a bank automatic teller machine or describe the operational steps in using such a machine.

(Basic content areas: Using good observation skills, inserting the card, following sequential directions, counting money to verify amount, recognizing safety issues, realizing the advantages and disadvantages of direct debit bank cards for cash withdrawal and payment of purchases)

1. Fill out a sample application for an ATM card. Discuss account numbers and identify these numbers on checks, deposit slips, and receipts. (I/G, ET: 30 min.)
2. Make an imaginary deposit for a checking account. Discuss the deposit slip and the information on it. Record the transaction in a check register. (I/G, ET: 30 min.)
3. Withdraw funds from the checking account. Record the transaction in the check register. (I, ET: 10 min.)
4. Observe a bank representative using an ATM. As a group, take notes. (G, ET: 20 min.)
5. Draw a copy of the ATM screens on the board or on a flip chart. Have students go through the steps to complete an ATM transaction. Perform pretend transactions.

**COMPETENCIES 4.01, 4.02, 4.03**

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**SAMPLE LEARNING ACTIVITIES**

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**PB 2 (Continued)**

6. Have students write the steps for someone who has never used an ATM. After the transaction is over, discuss what other steps need to be taken? (I, ET: 20 min.)

7. In a large group or in small groups, discuss the pros and cons of using an ATM. Make a chart showing these advantages and disadvantages. (G, ET: 45 min.)

8. Discuss the differences in debit and credit cards. List the good and bad points for each card. (G, ET: 45 min.)

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PB 3 (4.01, 4.03) (CR 2.09, 2.11, 11.03, 11.08, 11.09, 11.11)
Benchmark Task: Use a word processing computer software package to write a report on health maintenance behaviors and a healthy life style.

(Basic content areas: Creating a computer document, making corrections and changes, saving and printing documents, using information on health and wellness)

1. Review report writing skills (i.e., research, note-taking, footnotes). (G, ET: 30 min.)

2. Using the card catalog, locate 2 books and 2 magazines articles on health and wellness (or other topics). (I, ET: 20 min.)

3. Using the books and articles found in PB 3, Activity 2, write a draft copy of a report on your chosen subject on a computer or on paper. (I, ET: 1 hr.)

4. Use the computer and word processing software to produce the report. Run the spell-check program. Print the document and edit for content, grammar, and style. Make necessary changes to the document (computer file). (I, ET: 30 min.)

5. Use the "Help" feature in the word processing program. Note how to add footnotes to the document where needed. (I, ET: 30 min.)

6. Print the final document. Save the file. (I, ET: 15 min.)

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PB 4 (4.03) (CR 9.02, 9.06, 11.01, 11.03, 11.08, 12.03)
Benchmark Task: Call an organization or person with Voice Mail or a telephone call routing system. Leave a message or make the required choices to obtain information.

(Basic content areas: Using telephone answering equipment and Voice Mail, following electronic directions to obtain information or leave messages, interpreting and communicating messages)

1. Use a speaker phone to call a Voice Mail system or call routing system. Listen to the instructions. Discuss what you need to do to leave a message or get information. (I/G, ET: 30 min.)

COMPETENCIES 4.01, 4.02, 4.03

SAMPLE LEARNING ACTIVITIES

PB 4 (Continued)

2. Make a call on your own to a friend who has an answering machine. Take notes as you listen. Record the message and directions for leaving a message. (I, ET: 10 min.)

3. Locate 3 other Voice Mail or call routing systems and repeat the process. (I, ET: 30 min.)

4. Discuss the pros and cons of using Voice Mail or call routing from your standpoint; from a business standpoint. (G, ET: 20 min.)

5. Call the telephone company. Ask about the different special phone features available, the cost involved, and how the features are used. (I, ET: 20 min.)

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PB 5 (4.01) (CR 9.02, 9.06, 11.01, 11.03, 11.08, 12.03)
Benchmark Task: Identify 3 kinds of scanners; such as, OCRs (Optical Character Readers), cash register scanners, credit card readers, library book checkouts, or computer input of graphics or print. Describe the purpose and operation of the scanners which you identify.

(Basic content areas: Types and uses of scanners, basic operational procedures for scanners)

1. Discuss the types of scanners and where to use them. Make a list for future use. (G, ET: 20 min.)

2. Discuss materials that you might scan. (G, ET: 15 min.)

3. Locate 3 businesses or other places in your community that use scanners. Find out what the businesses/places use scanners for (bar coding, art work). (I, ET: 30 min.)

4. Visit a library or a business that uses a scanner. Talk with the staff about the pros and cons of using a scanner. Watch a demonstration of a scanner. (G, ET: 1 hr.)

5. Use a scanner to check in/out materials from the library. (I/G, ET: 20 min.)

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PB 6 (4.03) (CR 1.02, 1.04, 9.01, 9.02, 9.04, 9.06, 9.08, 11.01, 11.02, 11.04, 11.13, 12.03, 12.05, 12.06)
Benchmark Task: Use a video camera to make a documentary on factors influencing our environment (or other topic of interest related to one of the competencies in any of the 16 curriculum duty areas)

(Basic content areas: Reading and following instructions, identifying parts on a piece of equipment, operating a video camera, planning content for a documentary, sequencing scenes for the documentary, editing videotape)

1. Review the operation manual for a video camera. Identify all the controls. Know what these controls do. (G, ET: 30 min.)

## COMPETENCIES 4.01, 4.02, 4.03

## SAMPLE LEARNING ACTIVITIES

PB 6 (Continued)

2. Make a 15-minute tape on a subject of your choice. Use all the video camera's features (i.e., zoom, fade). (I, ET: 1 hr.)
3. Discuss the characteristics of a documentary film. (G, ET: 15-20 min.)
4. Discuss scripting and storyboards for a documentary film. (G, ET: 20 min.)
5. Choose a topic on which to make a 10-15 minute documentary film. Decide what the objective of your film will be (i.e., littering, day in the life of a three-year-old). (I/G, ET: 10 min.)
6. Develop a script and storyboard for the documentary you plan to prepare. (I/G, ET: 3 hrs.)
7. Do a read-through to time the script. (G, ET: Varies)
8. Use a video camera to make the documentary you planned. (I/G, ET: 1 hr.)
9. Edit the tape, if possible, or if needed. (I/G, ET: 30 min.)
10. Add the voice track to the video. (Many VCRs have a "dub" feature; use this when adding the voice track. (I/G, ET: 30 min.)

## RESOURCES

| | |
|---|---|
| Lakeshore Lifeskills. | 1) Credit Cards: Living with Plastic<br>2) Living on Your Own Workbook<br>3) Writing Competency Practice<br>4) Practical Writing Skills |
| Fearon. | 1) Money Matters Guides: Be Credit Wise, Series<br>2) Money Management Skills: Checking Account, Series<br>3) Pacemaker Communications Skills:<br>a) Give Me A Call<br>b) Write Me A Note<br>4) Writing For a Reason 1-4 |
| Walch. | Telephone Use Activity Pack (cassettes/masters) |
| Curriculum Associates. | Credit Cards, Stop and Think About Series |

**COMPETENCIES 4.01, 4.02, 4.03**

**RESOURCES (Continued)**

**Equipment**

Video camera

VCR

**ADDITIONAL RESOURCES**

**ADDITIONAL LEARNING ACTIVITIES**

## Duty Area: THINKING SKILLS

**KCBAE Level I**

Beginning Level

**COMPETENCIES:**

12.01 Use of effective learning techniques to apply new knowledge and skill
12.02 Demonstrate decision-making skills
12.03 Organize information
12.04 Demonstrate ability to follow a problem-solving process
12.05 Demonstrate critical thinking skills
12.06 Demonstrate creative thinking
12.07 Demonstrate accurate assessment of one's own knowledge and skill
12.08 Demonstrate logical reasoning

### RELATED SKILLS

* Mathematics 3.09, 3.10, 3.14
Science
* Health/Wellness 2.05
Technology/Tools
Consumer Economics
Home Management
* Family Relationships 7.03, 7.04
* Interpersonal/Social 8.02, 8.04
* Self-Management 9.05, 9.08
* Employability 10.01
* Communication 11.04, 11.09
Thinking
Social Sciences
* Govt./Citizenship 14.05
Cultural Diversity
Community Resources

### PREREQUISITES

Reading comprehension
Basic writing skills
Ability to communicate with others
Work as part of a group

### PROGRESS BENCHMARKS

1. Interpret directions and determine sequence
2. Classify items and identify similarities and differences
3. Distinguish fact from opinion and support with logic
4. Create original ideas or combinations
5. Assess needs and develop goals and action plans
6. Estimate distances and calculate the accuracy of the estimation

### TERMINOLOGY

Terms that students should know or learn as part of this lesson.

CPR
Task
Fact
Theme
Free-writing
Career objective
Propaganda
Linear measure
Opinion
Sort
Classify
Objectives
Essay
Estimate
Sequence
Amontillado
Adjectives
Revise
Resume
Goals

### REFLECTIONS

These lessons are designed to teach students to group information by looking at similarities and differences. Students will also learn to order information, separate fact and opinion, set goals and objectives, write a resume, estimate (v.), and develop skills using linear measure. As part of these lessons, students will write an essay, do math activities, and create a resume.

**COMPETENCIES 12.01, 12.02, 12.03, 12.04, 12.05, 12.06, 12.07, 12.08**

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## SAMPLE LEARNING ACTIVITIES

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**PB 1 (12.01, 12.02, 12.03, 12.05, 12.07, 12.08) (CR 2.05)**
**Benchmark Task:** Given the steps in CPR procedure, arrange these steps in a logical sequence. Check your order by reading a reference on CPR.

(Basic content areas: Procedural order, logical thinking, interpreting manuals)

1. Have an instructor from the Red Cross come to teach CPR (cardio-pulmonary resuscitation) to class. (Course includes video demonstration and text.) (I and G, ET: 4 hrs.)

2. After students have taken the CPR course, give them the steps for CPR or treating an airway obstruction but not in order. Have students put the steps in the proper sequence. If students put steps out of sequence, have them explain why they ordered steps that way, then explain the correct procedure. (I, ET: 1-2 hrs.)

3. Give students a story (or stories) to read. After students have read the story, have them indicate the order of events (i.e., first, next). You may also assign questions that ask if one event happened before, during, or after another event (sequence 1 and 2). (I, ET: 30 min.-1 hr.)

4. Give students a paragraph with the sentences out of order. Have students read the paragraph then number sentences from first to last. Have some volunteers read their paragraph and discuss differences. Last, the teacher should read the paragraph in correct order and discuss why it was ordered that way. (I and G, ET: 1 hrs.)

5. Have students do the "Simon Says" activity on p. 13 (GAMES Magazine--Attachment A). Students may work alone or in groups. (I or G, ET: 30 min.-1 hr.)

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**PB 2 (12.01, 12.02, 12.03, 12.05, 12.08) (CR 8.02, 8.04)**
**Benchmark Task:** Given pictures of parts that go together to make a whole (such as car parts, clothing items, grooming items, or recipe components), classify the parts into similar categories. Identify and discuss the thinking processes that you went through in classifying the items. Work in small groups to complete this activity.

(Basic content areas: Classification skills, determining similarities and differences, teamwork, critical thinking, thinking processes)

1. Divide students into groups of four or five. Give each group pictures of a variety of objects (i.e., household appliances, car parts, winter/summer clothes) and have them sort (classify) the items into similar categories. Have each group appoint one person to explain their group's classification system to the class. (G, ET: 1-2 hrs.)

**COMPETENCIES 12.01, 12.02, 12.03, 12.04, 12.05, 12.06, 12.07, 12.08**

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**SAMPLE LEARNING ACTIVITIES**

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**PB 2 (Continued)**

2. Give students magazines with pictures. Students should pick a particular theme such as, bridges, athletes, or victory. Once students decide on a theme, they should cut out pictures related to their theme. These pictures will be used to make a collage on poster board. After the collage is finished, have students write a poem or essay that is related to their theme. Display posters in the room; have students guess the theme of each one. Afterward, get student volunteers to read their written work. (I, ET: 1-2 hrs.)

3. The teacher will bring an unusual or unfamiliar household object to class. Students will brainstorm adjectives that describe the object. Students will select at least five of the adjectives to write an ad for the object in a 10-minute free-writing. Students will then pair up to read and revise their work. Finished ads will be read to the class. (G, ET: 1 hr.)

4. Pair up students. Each pair will receive an unusual household object (i.e., egg slicer, tea ball), poster board, and other art supplies. The students are to design an advertisement for a new household item. (An egg slicer may become a WRONCO DELUXE NOODLE MAKER.) The advertisement should include a slogan, paper copy, and visual aids. (Before students write the ads, show them a variety of magazine ads to familiarize students with the use of adjectives.) Students should present their ads to the class. After presentation, ads should be posted in the room. (G, ET: 3 hrs.)

5. Students should walk around the room to look at inventions and sort them into like categories. After classifying, poll the students to find out how they classified items. Have students explain why they grouped items the way they did. (To aid students in classifying items, give them the handout, "Helping Students Extend and Refine Knowledge Through Questioning (Attachment B)." (I, ET: 1 hr.)

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**PB 3 (12.01, 12.02, 12.04, 12.05, 12.08) (CR 8.02, 11.10, 14.05)**
Benchmark Task: Given a group of facts or a scenario, use logical reasoning to decide on a logical conclusion.

(Basic content areas: Determining fact or opinion, probability of truth and fallacy, propaganda, use and misuse of words and statements)

1. Using a resource such as the Steck-Vaughn Comprehension Skills Series, have students practice separating fact from opinion. (Fact 1 and 2) Responses are not worded exactly like the information in the book, so students will have to interpret information. (I, ET: 15 min.-1 hr.)

**COMPETENCIES 12.01, 12.02, 12.03, 12.04, 12.05, 12.06, 12.07, 12.08**

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**SAMPLE LEARNING ACTIVITIES**

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**PB 3 (Continued)**

2. Pick an issue, such as pollution or politics. Have the students compile a list of "facts" and "opinions" about the issue. The list should be created by surveying others and getting their views; have people surveyed indicate whether their statement is "fact" or "opinion" (in their mind). Afterwards, students should present their results to the class and confirm which are facts and which are opinions. (For other activities, refer to Government/Citizenship, Level III, Benchmark 4.) (I and G, ET: 1-2 hrs.)

3. Break students into small groups of 4 or 5 people. Each person is to think about a situation related to future plans which require a decision. Use the SODAS sheets (Attachment C) to copy onto a large newsprint sheet. Post the sample SODAS and read it aloud to the group. Have group participants discuss with each other their situations allowing 5 to 10 minutes per person to receive feedback from the small group and to clarify options, advantages, and disadvantages. After completion of group input for all group members, each person should fill in her/his solution on the SODAS worksheet. At the conclusion of the exercise, discuss how the SODAS model worked. Was it helpful?

   Discuss how making decisions is sometimes brought on us by outside forces and how we may be tempted to give in to pressures from others or to avoid the issue. Emphasize the importance of keeping the outcome in line with our wishes by taking a proactive approach and weighing choices carefully. Discuss how no decision is perfect and is a matter of your best judgment after careful thought. (Activity comes from Vermont Department of Education Adult Vocational Technical Division.) (G, ET: 1 hr.)

4. Unit 10, "Word Blunders," contains exercises with words that are frequently misused (their, there; real, very). Have students do exercises independently, then review answers as a class. (the 3rd edition contains the same exercises in Unit 11.) Basic English Review, 4th edition (Students may also do "Speech Duds.") (I, ET: 1 hr.)

5. Bring a video tape of a political speech to class (e.g., State of the Union, State of the State). Play the tape for the students and have them say if they thought the speech was completely factual, somewhat factual, or pure propaganda. Discuss why students feel the way they do about the information. Have students research information presented in the speech to determine if it is fact or opinion. The news commentary about the speech should also be shown. (Students may work in groups to research the information.) (G, ET: 3-5 hrs.)

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**PB 4 (12.06) (CR 8.04, 9.08, 11.04)**
Benchmark Task: Given a simple short story, stretch your imagination to think what could be added to this story to make it more exciting. Work with another student; share your ideas.

(Basic content areas: Creative thinking, new combinations, new approaches, new perspectives, critical thinking, communicating ideas and feelings)

**COMPETENCIES 12.01, 12.02, 12.03, 12.04, 12.05, 12.06, 12.07, 12.08**

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**SAMPLE LEARNING ACTIVITIES**

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**PB 4 (Continued)**

1. Using regular notebook paper, have each student start a story on the top line, then pass the paper on to the next student. After the second student adds a line to the story, she/he should fold the 1st line down so the next person only sees the line directly above the one she/he has written on. The paper will end up being folded like a fan. After the stories are finished, the teacher may read some or all of them to the class. (It is sometimes a good idea to pre-read the papers.) Teachers can limit time by instructing students to fill only half-page, or by limiting the number of papers circulated.) (G, ET: 1-1 hr. 30 min.)

2. Before reading the story, The Cask of Amontillado, give the students a vocabulary list of words from the 1800s. Review the list with the students so they become familiar with the words and their meaning. (G, ET: 15 min.)

3. The teacher will read Poe's, The Cask of Amontillado, to the class, pausing to review difficult words. Using their vocabulary lists, have students write what they think was going through Fortunato's mind as he and Montressor were searching for the Amontillado. This activity encourages students to use their imagination and to write in the voice of another writer. Let students do a rough draft in class and take it home for revision. Some of the papers will be read aloud. (1-2 hrs. in class and 1-2 hrs. out of class)

4. Pass out "Telegram" handouts (Attachment D). Have students read all paragraphs, then select one or two to revise. Students are to imagine that they are reporters who have to send the highlights of a story to the editor. Each person has only enough money to send a ten-word telegram, so words must be chosen carefully to get the essential message across. The telegram may contain fewer than ten words, but no more. After completion, have students volunteer to read their messages. (I, ET: 1 hr.)

5. Show students the movie, "An Occurrence at Owl Creek Bridge." Stop the movie before the soldier touches his wife's hand (the teacher should preview the movie, to know when to stop the film). Have the students write how they think the movie will end. After the students have written their endings, show the end of the movie. Compare student's endings to the actual endings. (NOTE: Check the public library for availability of this video. If not available, another video may be selected appropriate for students to predict endings for the film.) (G, ET: 20 min. movie and 30 min. writing)

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**PB 5 (12.05, 12.07, 12.08) (CR 9.05)**
Benchmark Task: Consider something you want to accomplish; state what you want to do, what you need to know or have before you can accomplish it, the best time to carry out your idea, and the steps necessary for accomplishment.

(Basic content areas: Setting goals, planning, assessing needs and skills)

**COMPETENCIES 12.01, 12.02, 12.03, 12.04, 12.05, 12.06, 12.07, 12.08**

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**SAMPLE LEARNING ACTIVITIES**

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**PB 5 (Continued)**

1. Discuss with the class:
   - A. What a goal is.
   - B. Difference between short-term and long-term goals.
   - C. Goal-setting guidelines.
   - D. Priorities.

   Have the class read information on setting and achieving goals. (Human Relations at Work, Chapter 2) (G, ET: 45 min.)

2. Have the students draw a line across a piece of paper. The line represents the students' past, present, and future. Place an "X" on the line to show the present and a "Y" on the line to represent where he/she plans to be in five years. On the bottom of the page, have the students write a description of themselves as they think they'll be in 5 years. (Option: Write about what life was like before--5 years ago, what it's like now, and what it will be like in 5 years. What is going to make life different?) (I, ET: 1 hr.)

3. Write one long-term goal for yourself. Write three short-term goals that will help you reach your long-term goal. Be sure that the goals are measurable and have a time limit. Also, discuss how you are going to go about achieving these goals. What help will you need? (I, ET: 1 hr.)

4. "When I Go to Work - Getting Myself Ready for a Job." (from PACE Parent-Time Curriculum) (G, ET: 50 min.)

   Ask students what changes had to be made at home when they started coming to school. Have students share ways that they made changes to accommodate their school schedule. Take a few minutes to brainstorm ways to get themselves and their families ready for when mom/dad gets a job. What plans will need to be made for child care, meal preparation and clean up, and getting groceries and supplies. Use the attached planning form (Attachment E) to record parents' plans. Tell students to continue thinking about their plans while at home and add to their lists. (G, ET: 50 min.)

5. Discuss with students: what a resume is, need for a resume, plus goal and structure of a resume. Stress to students the need for a clear career objective. Have the students assemble the data for a functional resume (education, work experience--paid and volunteer, achievements, and references). Also discuss how to write a cover letter. Provide each student with computer time and/or typing time to prepare his/her resume and cover letter, after revision of the rough draft with the teacher. (I and G, ET: 2 hrs.)

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PB 6 (12.01, 12.05, 12.07, 12.08) (CR 3.09, 3.10, 3.14)
Benchmark Task: Identify 3 objects in the room; estimate the distance to each object from a point in the room. Measure the distances and see how close you were able to estimate. Calculate the difference between your projected distance and the actual distance.

(Basic content areas: Estimating distance, measuring linear distance, calculating differences)

**COMPETENCIES 12.01, 12.02, 12.03, 12.04, 12.05, 12.06, 12.07, 12.08**

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## SAMPLE LEARNING ACTIVITIES

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PB 6 (Continued)

1. Work problems involving linear measure, such as: The distance from a warehouse to a delivery point is 160.5 miles. In one month, a truck dispatcher sent five trucks to that delivery point. How many total miles did the five trucks travel round trip? (I, ET: 15 min.)

2. Divide students into groups of three or four. Have the students estimate the distance from one of the group members desk to the teacher's desk, the pencil sharpener, and the door. Each student should make an estimate and compare it to the other members of the group. Have students write their estimates, then measure the distance using a tape measure, folding rule, or other measuring device. Do subtraction to see if the students' estimates were over or under the actual distance and by how much. (G, ET: 30 min.-1 hr.)

3. Divide the students into small groups. Have students estimate, using a length of string: the distance around a group member's waist and the length of a group member's arm or leg. Students should cut a length of string to represent their estimate; then, using the string, make the measurement. Were the estimations over or under? What was the difference? (G, ET: 30-45 min.)

4. Do the section, "A Fishy Story." (Math Stories: Addition and Subtraction) (I, ET: 15-30 min.)

5. Do the section, "Mick the Mechanic." (Math Stories: Fractions, Decimals, and Percents) (I, ET: 15-30 min.)

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## RESOURCES

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| | |
|---|---|
| GAMES Publications. | GAMES Magazine vol. 18, no. 2, April 1994 |
| Mosby-Year Book, Inc. | American Red Cross texts<br>Standard First Aid<br>Adult CPR<br>Community CPR<br>Community First Aid and Safety |
| South-Western Publishing Co. | Basic English Review 3rd and 4th editions |
| Steck-Vaughn. | Steck-Vaughn Comprehension Series (1987)<br>Sequence 1 and 2<br>Fact 1 and 2 |
| South-Western Publishing Co. (Schacter-Clark) | Human Relations at Work 2nd edition |

**COMPETENCIES 12.01, 12.02, 12.03, 12.04, 12.05, 12.06, 12.07, 12.08**

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**RESOURCES (Continued)**

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| | |
|---|---|
| New Reader's Press. | Math Stories, Addition and Subtraction<br>Math Stories, Fractions, Decimals, Percents |
| Critical Thinking Press and Software. | A Case of Red Herrings |
| W. H. Freeman and Co. | Thinking, Problem Solving, and Cognition |
| Video Yesteryear Premiere Electronic Labs. | "An Occurrence at Owl Creek Bridge"<br>**(NOTE: Check with your public library for this film before ordering from Video Yesteryear.)** |
| Dept. for Adult Education and Literacy. | PACE Parent-time Curriculum Guide |

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**ADDITIONAL RESOURCES**

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**ADDITIONAL LEARNING ACTIVITIES**

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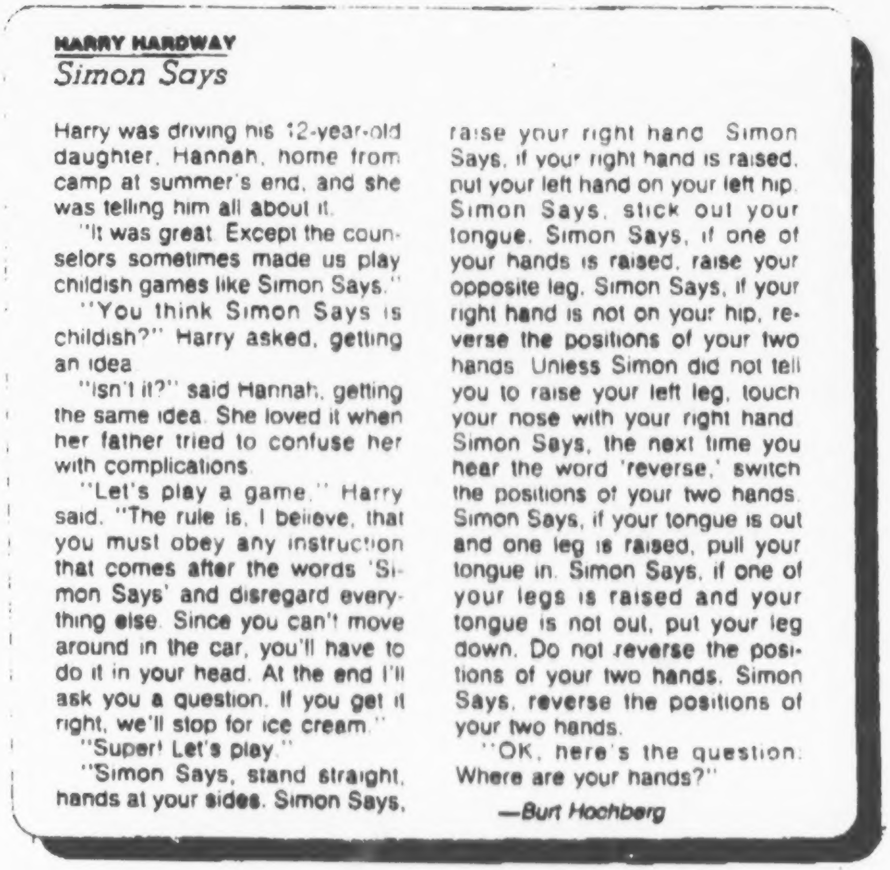
TAKEN FROM Games magazine, p. 13, vol. 18, no. 2, April 1994.



**HARRY HARDWAY**

## *Simon Says*

Harry was driving his 12-year-old daughter, Hannah, home from camp at summer's end, and she was telling him all about it.

"It was great. Except the counselors sometimes made us play childish games like Simon Says."

"You think Simon Says is childish?" Harry asked, getting an idea.

"Isn't it?" said Hannah, getting the same idea. She loved it when her father tried to confuse her with complications.

"Let's play a game," Harry said. "The rule is, I believe, that you must obey any instruction that comes after the words 'Simon Says' and disregard everything else. Since you can't move around in the car, you'll have to do it in your head. At the end I'll ask you a question. If you get it right, we'll stop for ice cream."

"Super! Let's play."

"Simon Says, stand straight, hands at your sides. Simon Says, raise your right hand. Simon Says, if your right hand is raised, put your left hand on your left hip. Simon Says, stick out your tongue. Simon Says, if one of your hands is raised, raise your opposite leg. Simon Says, if your right hand is not on your hip, reverse the positions of your two hands. Unless Simon did not tell you to raise your left leg, touch your nose with your right hand. Simon Says, the next time you hear the word 'reverse,' switch the positions of your two hands. Simon Says, if your tongue is out and one leg is raised, pull your tongue in. Simon Says, if one of your legs is raised and your tongue is not out, put your leg down. Do not reverse the positions of your two hands. Simon Says, reverse the positions of your two hands.

"OK, here's the question: Where are your hands?"

*—Burt Hochberg*

"Simon Says" Answer

**Answer:** Right hand on hip, left hand raised

Raise your right hand, left hand on left hip.
Reverse position of hands.
Reverse position of hands to original position.
When you have the word "reverse: in the statement "Do not reverse the position of your two hands."
Reverse position of hands again when "Simon Says, reverse the position of your two hands."

BEST COPY AVAILABLE

# HELPING STUDENTS EXTEND AND REFINE KNOWLEDGE THROUGH QUESTIONING

1. **COMPARISON:**
   - * How are these things alike?
   - * How are they different?

2. **CLASSIFICATION:**
   - * Into what groups could you organize these things?
   - * What are the rules for membership in each group?

3. **INDUCTION:**
   - * Based on the following facts (observations), what can you conclude?
   - * Based on this information, what is a likely conclusion?

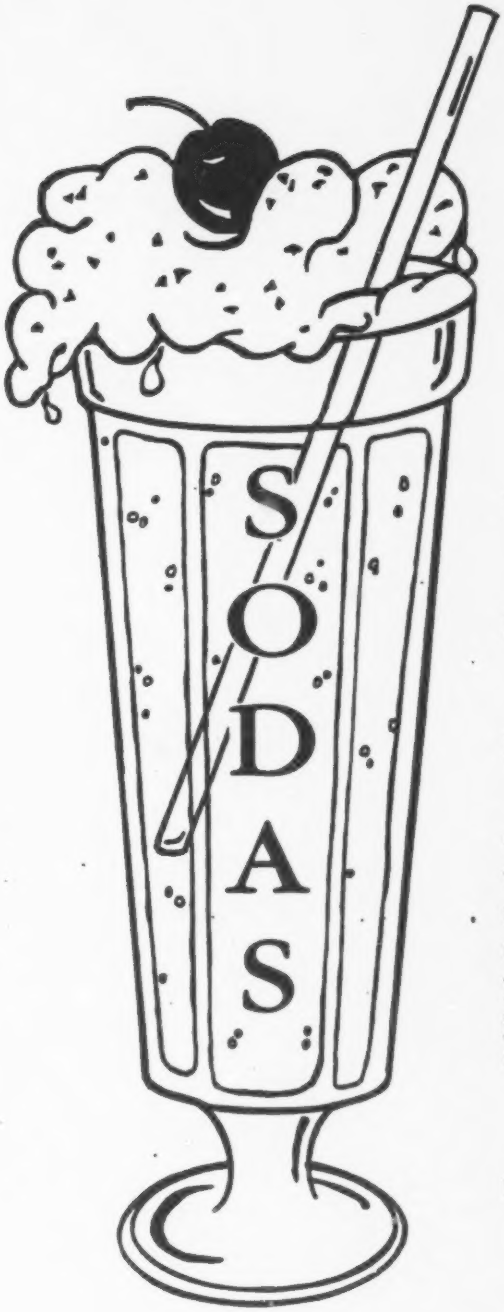
4. **DEDUCTION:**
   - * Based on the following generalizations (rule, principle), what predictions can you make or what conclusions can you draw?
   - * If you know that _________ will happen, then what conclusions can you draw?

5. **ERROR ANALYSIS:**
   - * What are the errors in reasoning in the following information?
   - * How is this information misleading?

6. **SUPPORT:**
   - * What is an argument that would support this claim?
   - * What are the limitations of or assumptions underlying this argument?
   - * How is this information trying to persuade you?

7. **ABSTRACTION:**
   - * What is the general pattern underlying this information?
   - * To what other situations can this general pattern be applied?

8. **ANALYSIS OF PERSPECTIVE:**
   - * Why would someone consider this to be good (bad or neutral)?
   - * What is the reasoning behind this perspective?
   - * What is an alternative perspective and what is the reasoning behind it?



# SODAS

**1.** Look at the SITUATIONS or problem to be solved.

**2.** Look at your OPTIONS.

**3.** Look at the DISADVANTAGES of each option.

**4.** Now look at all the ADVANTAGES. Try to guess what the outcome would be in each case. See what things *you are* willing to do and what things *you are not* willing to do. Weigh the consequence and reach your SOLUTION, knowing that no decision is ever perfect. It is simply your best judgment reached after careful thought. You have made the choice.

Use the next page to write your own plan.

*GOOD LUCK!*

| S<br>SITUATION | O<br>OPTIONS | D<br>DISADVANTAGES | A<br>ADVANTAGES | S<br>SOLUTIONS |
|---|---|---|---|---|
| | | | | |

# SODAS

PB 3/ACTIVITY 3
ATTACHMENT C
THINKING SKILLS
BEGINNING LEVEL
PAGE 2 OF 4

Vermont Department of Education, Adult Voc. Tech. Division

Too many problems? Too many answers? Try a SODA. SODAS is one way of solving problems and making decisions. This is how it works:

SODAS stands for Situation, Options, Disadvantages, Advantages, and Solution.

1. First, look at the Situation or the problem to be solved. For example, my partner wants me to forget about going to school.

2. Next, look at your Options:
    a. I can keep going to school
    b. I can quit
    c. I can postpone going to school.

3. Look at the Disadvantages and Advantages of each option:
    a. I can keep going to school.
    *Disadvantages:*
    My partner may get angry and leave.
    School takes a lot of my time and energy.
    School costs a lot of money and I don't have much.

    *Advantages:*
    I could buy things for my family
    I am doing something for myself
    I am learning new things and making new friends
    I love it.

    b. I can quit.
    *Disadvantages:*
    I like to finish what I start.
    I'll be unhappy if I feel like a quitter.
    I will lose my chance for a better life.
    I won't know what to do with my time.

    *Advantages:*
    My partner will be happy and we'll have a better relationship.
    I will have more time to give my family.
    I won't be spending so much money.
    I won't have to deal with day care.

    c. I can postpone going to school.
    *Disadvantages:*
    I'm getting older every day. Time will run out.
    The jobs I want may not be available when I graduate.
    I may not be as healthy or able to learn if I wait.

    *Advantages:*
    The timing may be better later on.
    I could gradually get my partner used to the idea.
    We may have more money later and I won't have to borrow so much.
    My family won't need me so much when they get older.

4. Now, look at all the Advantages and Disadvantages. Try to guess what the outcome would be in each case. See what things you are willing to do and what things you are unwilling to do. Weigh the consequences and reach your Solution.

Example:

> School is so important to my future, my need to be out in the world, my love of learning and my sense of myself that I would be totally miserable if I waited or quit. If that makes my partner unhappy, there is nothing I can do about that. I have to do what is good for me. I'm going to school.

Or:

> My relationship is the most important thing in my life. I would not risk losing it for anything. I love school, but there are many ways of learning, and if we can't reach a compromise, I'm going to wait for a while.

# TELEGRAM HANDOUT

Sometimes we use more words than we need to tell a story. Imagine that you are a reporter who needs to send your editor the essentials of a story you are following. You have only enough money to send a ten-word telegram, so you must choose words carefully if you are to get the essential message across. Your telegram may contain fewer than ten words, but no more.

## STORY ONE

Thick clouds hid the sky this morning in Bonneville, Utah. A steady drizzle had fallen yesterday, and the Salt Flats had not yet absorbed the water. A chilly wind was whipping down the flat expanse as our group huddled in the press area. Suddenly a rumble filled the air. Our eyes were fixed on the gleaming blue and white machine as it streaked toward us across the salt. We watched the car gain speed - 150, 220, 350, 400 mph! When the official reading was taken, it showed that Mickey Thompson had set a world speed record of 411 miles per hour!

## STORY TWO

Just before 5 p.m. today, Friday, December 15, the Silver Bridge spanning the Ohio River between Point Pleasant, West Virginia, and Knauga, Ohio, was jammed with traffic. Carloads of homeward-bound workers and Christmas shoppers were caught between trucks. Suddenly, the bridge creaked, shuddered and then collapsed. Cars and trucks, steel beams, and chunks of roadway spilled into the icy river. Some people were able to swim clear of the tangled wreckage, but most couldn't. The final death toll was 46.

## STORY THREE

Dr. Dave Mech has broken his leg and is stranded in the Isle Royal National Park near the Canadian border. The game reserve is the home of a large wolf pack, and the wolves have followed his scent. They are massing for an attack. Dr. Mech is trying to keep the pack away from him by shooting off flares, but his supply is dwindling. Dr. Mech has kept in touch by walkie-talkie, but the park rangers are unable to determine his exact location.

## PARENTS AS WORKERS

Handout

### PLANNING FOR ME AND MY FAMILY

● ● ● ● ● ● ● ● ● ● ● ● ● ● ● ● ● ● ● ● ● ● ● ● ● ● ● ● ● ● ● ● ● ● ● ● ● ● ● ● ● ● ● ● ● ● ● ● ● ● ●

| WHILE I AM AT WORK, WHAT PLANS NEED TO BE MADE FOR: | WHO WILL HELP? |
|---|---|
| My children | |
| My husband | |
| Family meals | |
| Grocery shopping | |
| House cleaning | |
| Dishes and laundry | |
| Other | |

# Duty Area: THINKING SKILLS

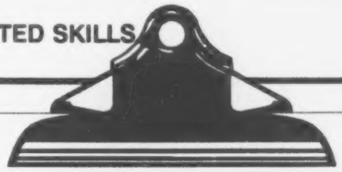
Intermediate Level

KCBAE Level II

**COMPETENCIES:**

- 12.01 Use effective learning techniques to apply new knowledge and skill
- 12.02 Demonstrate decision-making skills
- 12.03 Organize information
- 12.04 Demonstrate ability to follow a problem-solving process
- 12.05 Demonstrate critical thinking skills
- 12.06 Demonstrate creative thinking
- 12.07 Demonstrate accurate assessment of one's own knowledge and skill
- 12.08 Demonstrate logical reasoning

## RELATED SKILLS



* Mathematics 3.04, 3.06, 3.18
* Science 1.07
Health/Wellness
Technology/Tools
* Consumer Economics 5.05
* Home Management 6.05
* Family Relationships 7.01
* Interpersonal/Social 8.02
* Self-Management 9.01, 9.02
Employability
* Communication 11.01, 11.02
Thinking
Social Sciences
* Govt./Citizenship 14.01, 14.07
Cultural Diversity
* Community Resources 16.01

## PREREQUISITES

Reading comprehension and basic writing skills
Oral communication skills
Basic math skills
Ability to analyze and organize information

## PROGRESS BENCHMARKS

1. Identify categories and classifications
2. Construct logical structures to solve problems
3. Examine pros and cons of choices and make a decision on the best alternative
4. Compare costs of a product and develop an advertisement
5. Express emotions through poetry, music, or art
6. Analyze your personality and other personal characteristics

## TERMINOLOGY

Terms that students should know or learn as part of this lesson.

Clustering
Opinion
Prejudice
Adjectives
Dewey Decimal System
Affirmative Action
Achievement
Fact
Stereotype
Layout
Coat-of-arms
Paragraph
Poll
Analytical
Library of Congress
Human Relations Movement
Johari Window
Driver
Amiable
Expressive

## REFLECTIONS

These lessons are designed to develop students' library skills and familiarize them with school and public libraries. The assignments enable students to separate fact from opinion and think (both analytically and creatively), encourage students to express emotions (orally and in writing), give students realistic views of themselves, and help students relate to others. The lessons contain math, writing, speaking, and art projects. The lessons will give students an opportunity to do a personality profile which will help students to choose a career field.

**COMPETENCIES 12.01, 12.02, 12.03, 12.04, 12.05, 12.06, 12.07, 12.08**

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**SAMPLE LEARNING ACTIVITIES**

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**PB 1 (12.01, 12.03) (CR 9.01, 9.02, 9.06, 11.11, 11.13, 16.01)**
**Benchmark Task:** Visit the public library to observe how materials are classified. Make a list of major categories or types of materials in the library.

(Basic content areas: Categories and classifications, information about the local library, groupings and subgrouping, Dewey Decimal System)

1. Have a librarian visit the classroom and discuss the Library of Congress system. Also, have him/her discuss how to use the card catalog. The librarian might also bring a listing of the types of materials available at the library (i.e., professional journals, periodicals, reference materials) and a map of where these materials are located. (G, ET: 1 hr.)

2. Visit the public library to learn about how books are numbered and classified. The public libraries usually use the Library of Congress classification system. Have a list of books, listed by title and author, for the students to find while at the library. (G, ET: 1-1 hr. 30 min.)

3. Invite the school librarian to the class to discuss how the Dewey Decimal System classifies books (how books are divided by subjects). The librarian may also bring a floor plan of the library and a listing of available materials. An alternative exercise could be to have a blank floor plan of the library and have the students fill in the location of books. Read the "Dewey Decimal Story." (pp. 6-7, Library Skills: Book 2) (G, ET: 45 min.-1 hr.)

4. Have the students compare the Dewey Decimal System and the Library of Congress system and answer the following questions: How are the two systems alike? How are the two systems different? Which system is easier to use? Why? As part of a class discussion, list on the blackboard the similarities and differences as given by the students. (I or G, ET: 15-30 min.)

5. Have the students do assignments related to the current topic of discussion (card catalog, Dewey Decimal, reference books) in Library Reference Skills - Student Resource Book. (I or G, ET: 15-45 min.)

6. Assign a topic, or let students pick a topic for an informal research paper. This assignment is to familiarize the students with reference materials in the library and how to use them. The length should be determined by the teacher but should not exceed 3-5 pages. (I, ET: 6-10 hrs.)

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**PB 2 (12.01, 12.03, 12.04, 12.05, 12.08) (CR 3.06, 3.18, 8.02)**
**Benchmark Task:** Prepare a matrix to analyze information and solve a problem, such as: Determine the owner of each pet. Mary, Amy, Bill, and John each own a pet. Their pets include a fish, dog, cow, and rabbit. Mary won't allow hunting on her farm for fear her pet will be shot. She lives next to the owner of a cow. Bill dislikes farm animals, and John owns a dog.

(Basic content areas: Organizing facts, making inferences, identifying clues)

COMPETENCIES 12.01, 12.02, 12.03, 12.04, 12.05, 12.06, 12.07, 12.08

SAMPLE LEARNING ACTIVITIES

PB 2 (Continued)

1. Have the students do the sections on maps, charts and graphs. (Basic Reading Skills) Review the answers with the class. (I and G, ET: 30 min.-1 hr.)

2. Do the activity "Us on a Bus" (Attachment A). This activity requires the student to draw a map and chart each statement. (GAMES Wildcards, p. 11) (I, ET: 20 min.)

3. Do the activity "Police Lineup" (Attachment B). This activity requires the students to make deductions based on inferences. (GAMES Wildcards, p. 20) (I, ET: 20 min.)

4. Do the activity "Church Belle" (Attachment C). This activity requires the students to work with color combinations, eliminate incorrect matches based on clues given, and make deductions. (I, ET: 20-30 min.) (An answer sheet for Attachments A, B, & C follows Attachment C.)

5. Divide the students into small groups and have them create a matrix which defines the group. The matrix should include name, sex, height, hair color, eye color. Have the charts displayed in the room. Groups can be compared according to each category. (G, ET: 1 hr.)

PB 3 (12.02, 12.03, 12.04, 12.05, 12.08) (CR 6.05, 8.02, 9.02, 9.04, 9.08, 9.13, 9.14, 11.01, 11.02, 11.04, 11.07, 11.09, 11.10, 14.01, 14.07)
Benchmark Task: Gather the pros and cons for gun control. Determine which proposal would be best for your community and explain why. A debate could be planned with two students taking opposing viewpoints.

(Basic content areas: Problem solving and decision making, identifying facts and opinion, cultural mores, freedoms and responsibilities)

1. Using the Steck-Vaughn Comprehension Skills Series or similar resource, have students practice separating fact from opinion (Fact 1 and 2). Responses are not worded exactly like the information in the book, so students will have to interpret information. (I, ET: 25 min.-1 hr.)

2. Compile a list of questions about gun control that will be used when doing the survey in the following activity. (G, ET: 30 min.)

3. Have the students compile a list of "facts" and "opinions" about gun control. The list should be created by surveying others and getting their views. Have the people surveyed indicate whether their statement is "fact" or "opinion" (in their mind). Afterwards, students should present their results to the class and confirm which are facts and which are opinions. (For additional activities, see Government/Citizenship, Level III, Benchmark 4.) (G, ET: 30 min.)

COMPETENCIES 12.01, 12.02, 12.03, 12.04, 12.05, 12.06, 12.07, 12.08

SAMPLE LEARNING ACTIVITIES

PB 3 (Continued)

4. Discuss prejudice and the effects of stereotyping (positive and negative) on how we view different groups in our society. Have any of the students in the class experienced any of these stereotyped opinions? (I and G, ET: 30 min.)

5. Discuss the Human Relations Movement and Affirmative Action plan. How do these things affect prejudice and stereotyping? (Chapter 1, Human Relations at Work) (I and G, ET: 1 hr.)

6. Give the students the opinion poll on pages 3-5 of the teacher's manual for Human Relations at Work. This activity is used as a pre- and post-test and is used to assess the student's grasp on how to relate to others. (I, ET: 20-25 min.)

7. Pair off students. Do the activity, "Learning About Each Other" in Human Relations at Work. Explain to the students that as they learn about each other, it aids them in understanding one another and cuts down on prejudices. Have the students tell the class about their partners. (G, ET: 30-45 min.)

PB 4 (12.01, 12.02, 12.03, 12.04, 12.05, 12.06, 12.08) (CR 1.07, 3.04, 5.05, 8.02, 11.03, 11.04, 11.09, 11.10, 11.11, 11.14)
Benchmark Task: Determine the best buy of paper towels through investigation of cost and product quality. Prepare an advertisement for the product of your choice.

(Basic content areas: Research skills to locate information, elements of layout design, mathematics skills for cost and quantity factors, creative thinking, comparison shopping)

1. Work with division and multiplication of decimals. Do activities to help students in figuring cost per ounce. Also do activities related to comparison shopping--comparing like units. (I or G, ET: 30 min.)

2. Have students bring in store ads and the Sunday newspaper's sales ads. Compare prices for concentrated orange juice (or another product) and determine the total difference in cost between Brand X and Brand Z. Also, figure the cost per ounce and determine which juice is the better value. Which juice costs the most? Make a chart showing the different prices (total cost and cost per ounce). (G, ET: 1 hr. 30 min.)

3. Using the same product as the problem above, have students determine the fractional difference between the lowest total price and the highest total price. Translate the fractional difference to a percent to find the percentage saved by buying the lower-cost item. Last, state the prices as a ratio, using the highest price as the comparison. Give the savings as a ratio compared to the highest price. (I or G, ET: 1 hr.)

4. Do the section "Mick the Mechanic," in Math Stories. Concentrate on distance, speed (mph-miles per hour), miles per gallon, amount of gas used, and averages. Some of these activities may be changed by the teacher to include estimation and rounding. (I, ET: 30-45 min.)

COMPETENCIES 12.01, 12.02, 12.03, 12.04, 12.05, 12.06, 12.07, 12.08

SAMPLE LEARNING ACTIVITIES

PB 4 (Continued)

5. Review with the students how adjectives are used in advertising. (G, ET: 15 min.)

6. Divide students into groups of 3 to 5 persons. Have group members review and discuss the list given below of responsibilities for participants in team assignments. On another sheet of paper with headings for LEADER, FACILITATOR, RECORDER, and TEAM MEMBER, have the group categorize the team role responsibilities under these headings. Some responsibilities may appear under more than one heading.

RESPONSIBILITIES FOR MEMBERS OF EFFECTIVE TEAMS

*Actively participates in meetings
*Creates a record of group discussion and decisions
*Responsible for what happens in the meeting
*Makes sure all members can participate and that the process is fair
*Solves problems with difficult members between meetings
*Makes arrangements for the meetings or delegates this task
*Clarifies the purpose of the group for members
*Impartially records team actions
*Encourages members to participate
*Keeps the agenda in mind
*Thinks of the welfare of the group at all times
*Comes prepared and on time
*Assists in building consensus
*Supports the facilitator
*Makes sure ground rules are developed
*Gauges when breaks or adjournment is needed
*Uses effective conflict management during meetings
*Reminds members of schedule for completing assignments
*Decides how decisions are to be made
*Pays primary attention to goals
*Sends out meeting notices, agendas, and minutes
*Provides summary and closure to move the agenda

(G, ET: 2 hrs.)

PB 5 (12.06) (CR 11.14)

Benchmark Task: Think about something that has happened to you that caused you to feel very happy or sad. Write a poem, compose a song, or draw a picture that illustrates how you felt.

(Basic content areas: Creative expression as a means of expressing emotion, rhythm of poetry and songs, artistic expression)

1. Give each student a sheet of paper with a coat-of-arms drawn on it. The coat-of-arms should be divided into six sections. In the sections, have the students respond to the following:

COMPETENCIES 12.01, 12.02, 12.03, 12.04, 12.05, 12.06, 12.07, 12.08

## SAMPLE LEARNING ACTIVITIES

PB 5 (Continued)

1) What is your greatest personal achievement?
2) What is something about which you would never budge?
3) What can others do to make you happy?
4) What is your greatest personal failure?
5) What would you do if you only had one year to live and you were guaranteed success in whatever you tried?
6) List three adjectives that describe you.

(The responses to numbers 1-5 should be drawn, while number 6 may be written.) OPTION: A variation of this activity can be found in Inside Out: Developmental Strategies for Teaching Writing. (I or G, ET: 1-1 hr. 30 min.)

2. Have the students write two to three sentences about each section of their coats-of-arms. Ask the students why this thing or event stood out in their minds. Some students may share their writings with the class. (I, ET: 30 min.-1 hr.)

3. Read to the students the last section from Of Mice and Men, after Lenny has run away and the townspeople are hunting him. The teacher may elect to show the class a portion of the video tape, instead of reading the book. Have the students write an "Unsent Letter" to George Milton (Attachment D). Some of the students will read their letters to the class. (I or G, ET: 45 min.-1 hr.)

4. Have the students brainstorm about a person, living or dead, that was a major influence in the students' lives. Introduce the students to the technique of clustering or "webbing." This technique will help students to organize their thoughts. (Refer to PB 5, Activity 4, Attachment E for example.) (I, ET: 15-30 min.)

5. Have the students write a "For You" poem. This poem will be written to the person about whom the brainstorming was focused. The students should follow the pattern of the "For You" poem (Attachment E). Stress to the students that the poem does not need to rhyme; it is actually more like a letter than a poem. (The underlined part of the poem is the base for the poem.) Some students may share their work with the class, however, no one should be forced to share since this is an emotionally-loaded assignment.) (I or G, ET: 1 hr.)

6. Provide art supplies (magazines, poster board, glue, 1/2 sheet construction paper) to each student. On the front of the poster board, the students will do a personal collage. The pictures in the collage should show the students' interests, likes, and abilities. On the back of the paper, the students will make a pocket from the 1/2 sheet of construction paper. Inside the pocket, the students will put three things that represent something that nobody else knows about them. When discussing the collages, the students may or may not choose to reveal their secrets. (I or G, ET: 1-2 hrs.)

**COMPETENCIES 12.01, 12.02, 12.03, 12.04, 12.05, 12.06, 12.07, 12.08**

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## SAMPLE LEARNING ACTIVITIES

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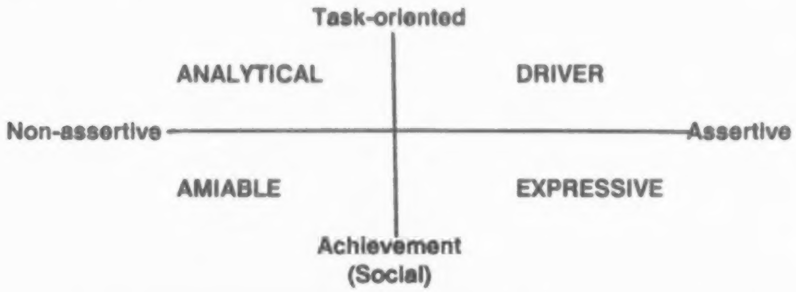
PB 6 (12.02, 12.03, 12.07, 12.08) (CR 7.01, 9.05, 9.09, 12.07)
Benchmark Task: Analyze yourself to determine your most positive characteristics. Make a list of these characteristics and then write a paragraph explaining how these characteristics make you suitable for a particular life role; for example, parent, worker, community leader, neighbor.

(Basic content areas: Personal characteristics, characteristics for various life roles, constructing a paragraph, self-analysis skills)

1. Have the students complete the personality profile (Attachment F). Some students may need help with the vocabulary. This is a good time to work on dictionary skills, or the teacher can explain the words to the students. (This might make a good vocabulary drill for the entire class.)



After the students have discovered their personality styles, discuss the different types of personalities with the students. Refer to the sheets, "How others react to . . ." (Attachment G). (I, ET: 1 hr. 30 min.)

2. After students have become familiar with their personality profile and how they related to others, have the students describe a situation where their personality would be an asset and tell why. Also have the students describe a situation where their personality styles would be a problem and tell why. Have some student volunteers read their writing to the class. Do others agree? Disagree? Why? (I and G, ET: 1 hr.)

3. Have the students do the Johari Window activity (Attachment H). Once again, the teacher may need to explain some of the words. Then, use the attached description to tally points. Discuss the different areas of the window. Students may compare the results of their personality profiles with the results of their Johari Window. (For example, a person who is analytical may have a large hidden area.) (G, ET: 1 hr.)

4. Have the students fill out the self-management questionnaire (Attachment I). The teacher may help with completion of the questionnaire. This questionnaire may be used as an entry/exit questionnaire. (I, ET: 30 min.)

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COMPETENCIES 12.01, 12.02, 12.03, 12.04, 12.05, 12.06, 12.07, 12.08

## SAMPLE LEARNING ACTIVITIES

PB 6 (Continued)

5. Periodically, review the self-management questionnaire with the student. What progress has been made toward his/her goals? Do the goals need to be changed? What steps need to be taken to reach other steps? (I, ET: 30 min.-1 hr.)

## RESOURCES

| | |
|---|---|
| Boynton and Cook. | Inside Out: Developmental Strategies for Teaching Writing |
| Cambridge. | Math Skills by Objectives: Book 2 |
| EBE Corp. | Library Reference Skills - Student Resource Book |
| GAMES Magazine. | GAMES Wildcards (Supplement to GAMES Magazine, 1991) |
| New Reader's Press. | Math Stories: Fractions, Decimals, and Percents |
| Scott-Foresman. | Basic Reading Skills |
| Steck-Vaughn. | Steck-Vaughn Comprehension Series<br>Sequence 1 and 2, Facts 1 and 2<br>Reading for Adults, Blue Book |
| South-Western Publishing. | Human Relations at Work |
| T.S. Denison. | Book One: Library Skills - Using the Card Catalog<br>Book Two: Library Skills - The Dewey Decimal System |

## ADDITIONAL RESOURCES

COMPETENCIES 12.01, 12.02, 12.03, 12.04, 12.05, 12.06, 12.07, 12.08

## ADDITIONAL LEARNING ACTIVITIES

## LOGIC

# US ON A BUS

Three buses were traveling down parallel streets. All started on Sixth Street.

1. The bus going down Lincoln Boulevard was the last to arrive at First Street.
2. The B bus, driven by Edgar, was unusually crowded.
3. By the time Claude's bus got to Third Street, the A bus had just stopped at Fourth Street.
4. The B bus went down Jefferson Avenue.
5. The bus traveling down Washington Avenue arrived at First Street before the others.
6. The C bus was not driven by Grover.

Who drove the bus down Washington Avenue?

-P. G. Wright

## LOGIC

# CHURCH BELLE

Iris studied her rack of best clothes, which displayed a blouse and a skirt in each of the primary colors (red, yellow, and blue) and in each of the secondary colors orange, green, and purple), and wondered what Sunday outfit to choose.

Her principles of good taste dictated as follows: Never wear more than two articles of clothing of the same color; never wear a blouse in a primary color with a skirt in a secondary color: orange goes only with itself or yellow; yellow goes only with orange or blue; and red doesn't go with green or purple.

Iris decided to wear her green boa, and found that her blue skirt was dirty and her purple blouse torn. What did she wear?

-Virginia C. McCarthy

## POCKET MYSTERY

# POLICE LINEUP

One evening, I found myself standing on a sidewalk in an unsavory part of town. No cabs were to be had, so I started walking toward the parking garage. Suddenly a man stepped out of the shadows and demanded my wallet and watch. I handed them over, and after he left I ran to the corner to call the police. I described the robber to them as best I could.

Two nights later, the police apprehended a robber in the act of committing a similar theft in the same neighborhood. Since the suspect loosely fit the description I'd given, I was asked to pick him out of a lineup.

The lineup, I discovered, had been filled with men who fit the general description I'd given. "We did it," said the officer in charge, "so that the suspect's lawyer couldn't say we'd stacked the deck against his client to clear our blotter of a number of similar crimes. All the others in the lineup are police officers who work nights. Do you recognize the man that robbed you?"

"I think so," I said. "But I'd like to hear his voice. Could I ask the men a question?"

The officer handed me a microphone. "Will each of you tell me where you were on the night of the seventh at 10 o'clock?"

"I was having a cup of coffee in an all-night diner on Fifth Street," the first man replied.

"I was sitting in a car with a friend on Elm," the second answered.

"I was attending a political meeting in the neighborhood," the third said.

The fourth answered, "I was at home listening to the news on TV before going to bed."

"I was people watching in the downtown theater district," the fifth said.

"And I was in a phone booth on the corner of Elm and Fifth Street," the last man replied.

"Do you know which one it is?" the officer asked.

"Yes," I replied. I knew from his answer. Why?

-J. F. Pierce

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## ATTACHMENT A

### US ON A BUS

Claude drove the C bus down Washington Avenue. Grover drove the A bus down Lincoln Boulevard and Edgar drove the B bus down Jefferson Avenue.

## ATTACHMENT B

### CHURCH BELLE

Iris wore the green blouse and purple skirt. (The only colors she could wear with the green boa, according to the puzzle's rules, are green, blue, and purple.)

## ATTACHMENT C

### POLICE LINEUP

I assumed that the robber would lie and that the policemen would tell the truth. Since the policemen worked the night shift, they would all have been away from home, not preparing for bed. The fourth man was the robber.

# THE UNSENT LETTER

by Ken Spurlock
Writing Supervisor
Covington (KY) Independent Public Schools

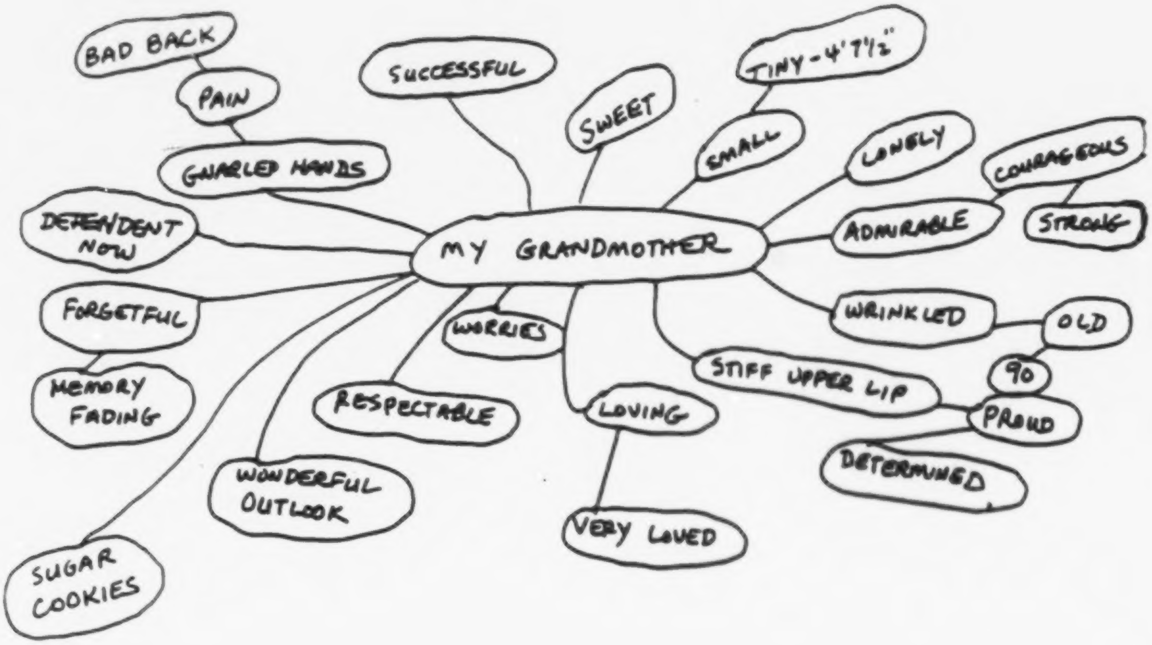
The unsent letter is a writing activity that asks students to draft letters to people that they are studying. Since most students are comfortable with writing letters, this exercise is an especially easy one to introduce. The unsent letter is a personal form of role-playing. Like most other forms of educational role-playing, it asks for the creative involvement of the student with the material being studied.

Consider the following beginning for an unsent letter in which the student was asked to write to George Milton immediately after the student had read the end of John Steinbeck's *Of Mice and Men*.

> Dear George,
>
> I am still in shock. You killed your best friend. You killed Lennie with Carlson's luger. You put the pistol right to his head and pulled the trigger. How could you do a thing like that?
>
> You know Lennie didn't mean to kill Curley's wife any more than he meant to kill the little mouse before you two got to the ranch. He loved to touch soft things. Lennie was just big and dumb. He didn't know how to control his strength, but you know that. Look what he did to Curley's hand.
>
> I guess you had to kill Lennie, though. You loved him, I'm sure. Maybe your act was one of mercy. After all, Curley and the other men were going to tear Lennie apart if they caught him, and they were right up the river . . .

In this example, the student is responding creatively to the closing of the novel. She is trying to come to grips with what happened, to sort out her ideas and establish meaning in her mind. The unsent letter is a way for her to think on paper, a way for her to crystalize her thoughts. Notice, too, that the audience is very specific; the letter is written to George Milton, one of Steinbeck's fictional characters. This writing was a way for the student to pin down her feelings. She clarifies what she believes. Most importantly, she becomes involved with the material through the activity of the unsent letter.

Could the idea of the unsent letter be used in other content areas? Of course. Think of the possibilities in social studies. The students could write letters to presidents, generals, or common soldiers during any of the wars being studied. In science, they could write to inventors or theorists. In math they could write letters to the author of the textbook or to a famous mathematician like Pascal or Euclid. Possibilities exist for unsent letters in the fine arts, foreign languages, health/P.E., business, and vocational classes as well. They may be used in practically any content area in which people play key roles. Don't forget this strategy. It may have a place in your curriculum.


BAD BACK
PAIN
GNARLED HANDS
SUCCESSFUL
SWEET
TINY - 4'7½"
SMALL
LONELY
COURAGEOUS
ADMIRABLE
STRONG
DEPENDENT NOW
MY GRANDMOTHER
FORGETFUL
MEMORY FADING
WORRIES
WRINKLED
OLD
90
STIFF UPPER LIP
PROUD
DETERMINED
RESPECTABLE
LOVING
VERY LOVED
WONDERFUL OUTLOOK
SUGAR COOKIES

## For You

This is a poem for you, grandmother,
whose eyes have seen the world for ninety years.
This is for your gnarled hands and crippled back,
your failing memory, and lasting confusion
that frustrates you again and again.
And this is for all the times you've hidden your pain
and laughed at yourself
when we were ugly and impatient with you.
And this is for your strength and courage
that keeps you going day on day,
letting you push aside the humiliation
your progressive dependence brings you.
This is for your determination and stamina,
keeping you from placing blame and becoming embittered.
This is a poem for you,
my sweet, brave grandmother,
because you are all I hope I can ever be.

## WHAT ARE YOU?

**Materials**: Handouts of strengths, weaknesses, and score sheets.

Study Skills:

A) Determine personal strengths and weaknesses.

B) Vocabulary Skills--Using a dictionary or thesaurus, look up unfamiliar words. Learn to recognize antonyms and synonyms.

Writing Skills:

A) Expository Writing--Select a situation in which your particular personality style would be an asset and explain why you feel that way.

--Select a situation in which your particular personality style would be a problem and explain why you feel that way.

## YOUR PERSONALITY PROFILE

DIRECTIONS--In each of the following rows of four words across, place an X in front of the one word that most often applies to you. Continue through all forty lines.

### STRENGTHS

| | | | | |
|---|---|---|---|---|
| 1. | ___Animated | ___Adventurous | ___Analytical | ___Adaptable |
| 2. | ___Persistent | ___Playful | ___Persuasive | ___Peaceful |
| 3. | ___Submissive | ___Self-Sacrificing | ___Sociable | ___Strong-Willed |
| 4. | ___Considerate | ___Controlled | ___Competitive | ___Convincing |
| 5. | ___Refreshing | ___Respectful | ___Reserved | ___Resourceful |
| 6. | ___Satisfied | ___Sensitive | ___Self-Reliant | ___Spirited |
| 7. | ___Planner | ___Patient | ___Positive | ___Promoter |
| . | ___Sure | ___Spontaneous | ___Scheduled | ___Shy |
| 9. | ___Orderly | ___Obliging | ___Outspoken | ___Optimistic |
| 10. | ___Friendly | ___Faitful | ___Funny | ___Forceful |
| 11. | ___Daring | ___Delightful | ___Diplomatic | ___Detailed |
| 12. | ___Cheerful | ___Consistent | ___Cultured | ___Confident |
| 13. | ___Idealistic | ___Independent | ___Inoffensive | ___Inspiring |
| 14. | ___Demonstrative | ___Decisive | ___Dry Humor | ___Deep |
| 15. | ___Mediator | ___Musical | ___Mover | ___Mixes Easily |
| 16. | ___Thoughtful | ___Tenacious | ___Talkative | ___Tolerant |
| 17. | ___Listener | ___Loyal | ___Leader | ___Lively |
| 18. | ___Contented | ___Chief | ___Chartmaker | ___Cute |
| 19. | ___Perfectionist | ___Permissive | ___Productive | ___Popular |
| 20. | ___Bouncy | ___Bold | ___Behaved | ___Balanced |

## WEAKNESSES

21. ___Brassy ___Bossy ___Bashful ___Blank
22. ___Undisciplined ___Unsympathetic ___Unenthusiastic ___Unforgiving
23. ___Reluctant ___Resentful ___Resistant ___Repetitious
24. ___Fussy ___Fearful ___Forgetful ___Frank
25. ___Impatient ___Insecure ___Indecisive ___Interrupts
26. ___Unpopular ___Uninvolved ___Unpredictable ___Unaffectionate
27. ___Headstrong ___Haphazard ___Hard to please ___Hesitant
28. ___Plain ___Pessimistic ___Proud ___Permissive
29. ___Angered easily ___Aimless ___Argumentative ___Alienated
30. ___Negative Attitude ___Naive ___Nervy ___Nonchalant
31. ___Worrier ___Withdrawn ___Workaholic ___Wants credit
32. ___Too sensitive ___Tactless ___Timid ___Talkative
33. ___Doubtful ___Disorganized ___Domineering ___Depressed
34. ___Inconsistent ___Introvert ___Intolerant ___Indifferent
35. ___Messy ___Moody ___Mumbles ___Manipulative
36. ___Slow ___Stubborn ___Show-off ___Skeptical
37. ___Loner ___Lord over others ___Lazy ___Loud
38. ___Sluggish ___Suspicious ___Short-tempered ___Scatterbrained
39. ___Revengeful ___Restless ___Reluctant ___Rash
40. ___Compromising ___Critical ___Crafty ___Changeable

## STRENGTHS

| | EXPRESSIVE | DRIVER | ANALYTICAL | AMIABLE |
|---|---|---|---|---|
| 1. | ___Animated | ___Adventurous | ___Analytical | ___Adaptable |
| 2. | ___Playful | ___Persuasive | ___Persistent | ___Peaceful |
| 3. | ___Sociable | ___Strong-willed | ___Self-sacrificing | ___Submissive |
| 4. | ___Convincing | ___Competitive | ___Considerate | ___Controlled |
| 5. | ___Refreshing | ___Resourceful | ___Respectful | ___Reserved |
| 6. | ___Spirited | ___Self-reliant | ___Sensitive | ___Satisfied |
| 7. | ___Promoter | ___Positive | ___Planner | ___Patient |
| 8. | ___Spontaneous | ___Sure | ___Scheduled | ___Shy |
| 9. | ___Optimistic | ___Outspoken | ___Orderly | ___Obliging |
| 10. | ___Funny | ___Forceful | ___Faithful | ___Friendly |
| 11. | ___Delightful | ___Daring | ___Detailed | ___Diplomatic |
| 12. | ___Cheerful | ___Confident | ___Cultured | ___Consistent |
| 13. | ___Inspiring | ___Independent | ___Idealistic | ___Inoffensive |
| 14. | ___Demonstrative | ___Decisive | ___Deep | ___Dry humor |
| 15. | ___Mixes Easily | ___Mover | ___Musical | ___Mediator |
| 16. | ___Talkative | ___Tenacious | ___Thoughtful | ___Tolerant |
| 17. | ___Lively | ___Leader | ___Loyal | ___Listener |
| 18. | ___Cute | ___Chief | ___Chartmaker | ___Contented |
| 19. | ___Popular | ___Productive | ___Perfectionist | ___Permissive |
| 20. | ___Bouncy | ___Bold | ___Behaved | ___Balanced |
| OTALS | ______ | ______ | ______ | ______ |

WEAKNESSES

| | EXPRESSIVE | DRIVER | ANALYTICAL | AMIABLE |
|---|---|---|---|---|
| 21. | ___Brassy | ___Bossy | ___Bashful | ___Blank |
| 22. | ___Undisciplined | ___Unsympathetic | ___Unforgiving | ___Reluctant |
| 23. | ___Repetitious | ___Resistant | ___Resentful | ___Fearful |
| 24. | ___Forgetful | ___Frank | ___Fussy | ___Fearful |
| 25. | ___Interrupts | ___Impatient | ___Insecure | ___Indecisive |
| 26. | ___Unpredictable | ___Unaffectionate | ___Unpopular | ___Uninvolved |
| 27. | ___Haphazard | ___Headstrong | ___Hard to please | ___Hesitant |
| 28. | ___Permissive | ___Proud | ___Pessimistic | ___Plain |
| 29. | ___Angered easily | ___Argumentative | ___Alienated | ___Aimless |
| 30. | ___Naive | ___Nervy | ___Negative attitude | ___Nonchalant |
| 31. | ___Wants credit | ___Workaholic | ___Withdrawn | ___Worrier |
| 32. | ___Talkative | ___Tactless | ___Too sensitive | ___Timid |
| 33. | ___Disorganized | ___Domineering | ___Depressed | ___Doubtful |
| 34. | ___Inconsistent | ___Intolerant | ___Introvert | ___Indifferent |
| 35. | ___Messy | ___Manipulative | ___Moody | ___Mumbles |
| 36. | __ Show-off | ___Stubborn | ___Skeptical | ___Slow |
| 37. | ___Loud | ___Lord over others | ___Loner | ___Lazy |
| 38. | ___Scatterbrained | ___Short-tempered | ___Suspicious | ___Sluggish |
| 39. | ___Restless | ___Rash | ___Revengeful | ___Reluctant |
| 40. | ___Changeable | ___Crafty | ___Critical | ___Compromisi |
| TOTALS | _______ | _____ | _______ | _____ |
| COMBINED TOTALS | _______ | _____ | _______ | _____ |

## HOW OTHERS RELATE TO:

## ANALYTICALS

Other Analyticals Drivers

| | |
|---|---|
| You are perceived as: factual, cooperative, a thinker, and reliable. However, you are also considered aloof.<br>To be successful with other Analyticals:<br>Practice timeliness. Develop plans for solving a problem or answering questions. Be careful that you don't keep gathering information until you become buried. | You are perceived as: very knowledgeable, accountable, and very logical.<br>To be successful with Drivers:<br>Present them with the data. Hold back your tendency to overload with information. Establish a reward system. |
| You are perceived as: Understanding, easy to work with, very precise.<br>Amiables are put off by your desire to not be close and your constant need for figures.<br>To be successful with Amiables:<br>Show legitimate concern for them, and use their skills to get people to work together. | You are perceived as: reliable, easy to get along with.<br>Expressives are put off by your aloofness and need for facts, and your "all work" attitude.<br>To be successful with Expressives:<br>Include them in plans/actions. Value their opinions. Create a prize and reward structure for them. Spend time with them. |

Amiables Expressives

## HOW OTHERS RELATE TO:

### DRIVERS

| Analyticals | Other Drivers |
|---|---|
| You are perceived as: efficient, logical, and very task driven.<br>To be successful with Analyticals:<br>You need to be cautious about your pushiness, decisiveness, and risk-taking. Be orderly and factual. Be patient while analyticals evaluate your work. Set boundaries and deadlines. | You are perceived as: In charge, as a leader, independent, and quick. However, you are thought to be insensitive, not a good listener, and tough.<br>To be successful with fellow Drivers:<br>Negotiate boundaries and set goals in advance. Make certain that domination does not become the goal. |
| You are perceived as: disciplined and efficient. However, you are thought to be impatient, rigid, not very open, and to lack feeling.<br>To be successful with Amiables:<br>Show more compassion. Take your time and do not rush. Give lots of personal attention to Amiables. | You are perceived as: independent, decisive, and very disciplined. However, you are also considered not much fun and critical.<br>To be successful with Expressives:<br>Try to be more open and feeling. Do not structure activities as tightly, and bow out of the limelight to give credit to others. |
| Amiables | Expressives |

## HOW OTHERS RELATE TO:

## EXPRESSIVES

Analyticals — Drivers

| | |
|---|---|
| You are perceived as: imaginative and exciting. However, analyticals consider you unable to complete tasks. They do not like your loud, flashy, and emotional side.<br>To be successful with Analyticals:<br>Just talk facts and have plans written down in steps. Help them discover what you know. Be patient. | You are perceived as: imaginative, competitive, and outgoing. Drivers don't care for your emotional side.<br>To be successful with other Drivers:<br>Be very timely. Watch limits. Do what you say you are going to do. Look at multiple choices and let the drivers choose. |
| You are perceived as: warm, personable, and thought provoking. However, amiables do not care for your loud, over-bearing side.<br>To be successful with Amiables:<br>Be patient and take time to get to know them. Move from task to task. Finish one task before moving on to another. Support their suggestions. Act as a team player. | You are perceived as: caring, enthusiastic, and intuitive. Others also view you as opinionated, impulsive, and talkative.<br>To be successful with fellow Expressives:<br>You must provide the discipline in the relationship or you will have fun, but accomplish nothing. |

Amiables — Other Expressives

## HOW OTHERS RELATE TO:

## AMIABLES

| Analyticals | Drivers |
|---|---|
| You are perceived as: thoughtful, willing, cautious, helpful, and responsible.<br>To be successful with Analyticals:<br>Separate emotion from facts. Let them do the case building within limits. Earn their respect through knowledge and competence. | You are perceived as: helpful, a team player, careful, and supportive. Drivers think that you should expand your thinking and be more responsive.<br>To be successful with Drivers:<br>Keep the task in view and be very business like. Let them make decisions based on your information. |
| You are perceived as: quiet, helpful, kind, thoughtful, easygoing, cooperative, and soft-hearted.<br>To be successful with other Amiables:<br>Be directive and strong willed or nothing will get done. | You are perceived as: friendly, responsive, and helpful. However, you are considered sometimes as slow, careful, and non-competitive.<br>To be successful with Expressives:<br>When presenting data, bring backup information. Give them lots of praise. When disagreeing, do not waiver. |
| Other Amiables | Expressives |

## THE JOHARI WINDOW

This activity will allow you to plot your own score sheet for your Johari Window.

Follow these directions:
1) Read the words in Column I and II.
2) Decide which of these words best describe you.
3) Circle the 10 words in Column I and the 10 words in Column II that best describe you.
4) After you circle the words that best describe you, have 3 other friends in class do the same in describing you.

Completed by: ____________________

### Words That Best Describe Me

| Column I | Column II |
|---|---|
| Accepting | Aloof |
| Biased | Candid |
| Critical | Clever |
| Curious | Closemouthed |
| Helpful | Direct |
| Inexperienced | Frank |
| Innocent | Guarded |
| Insensitive | Non Committal |
| Joking | Observant |
| Judgmental | Obstinate |
| Keen | Outspoken |
| Modest | Private |
| Nosy | Risk-Taking |
| Persistent | Shy |
| Questioning | Silent |
| Receptive | Sly |
| Searching | Straight Forward |
| Sincere | Tactful |
| Strong-Willed | Unselfish |
| Trusting | Yielding |
| Total points for Column I ______ | Total points for Column II ______ |

## Words That Best Describe My Friend

**Column I**

Accepting
Biased
Critical
Curious
Helpful
Inexperienced
Innocent
Insensitive
Joking
Judgmental
Keen
Modest
Nosy
Persistent
Questioning
Receptive
Searching
Sincere
Strong-Willed
Trusting

Total points for Column I ______

**Column II**

Aloof
Candid
Clever
Closemouthed
Direct
Frank
Guarded
Noncommittal
Observant
Obstinate
Outspoken
Private
Risk-Taking
Shy
Silent
Sly
Straight Forward
Tactful
Unselfish
Yielding

Total points for Column II ______

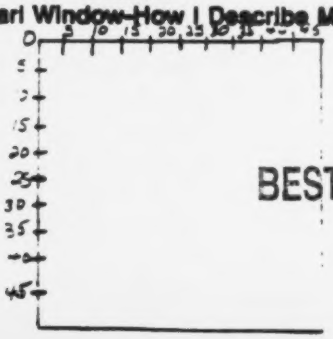
## Scoring

1) Your teacher will read words that receive points. Each word read has a value of 5 points. Add up the points on each worksheet. Then place your scores in the spaces at the bottom of the worksheets.

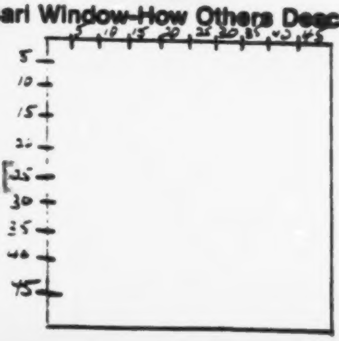
2) Plot your score. Place an X at the top for Column I and on the left for Column II. Draw our Johari Window by drawing straight lines across the square and down the square.

3) Now plot the scores from the three worksheets completed by your friends. Your score is the sum of the points from each column, divided by 3.

**Column I**
My Johari Window-How I Describe Myself



**Column II**
My Johari Window-How Others Describe Me



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## Instructions for Scoring

Read the following words to your students after they completed the four worksheets. Each word receives 5 points. The maximum point value for each column is 50 points.

| Column I: | Column II: |
|---|---|
| Accepting | Candid |
| Curious | Direct |
| Helpful | Frank |
| Keen | Obstinate |
| Nosy | Outspoken |
| Persistent | Risk-Taking |
| Questioning | Straight Forward |
| Receptive | Tactful |
| Searching | Unselfish |
| Sincere | Yielding |

Words in Column I indicate a willingness to ask for information. Words in Column II indicate a willingness to give information.

Only words describing a person with a large ARENA are included in the above columns. For example, a large ARENA may be described by words such as: sincere, questioning, nosy (inquisitive), unselfish, candid, and obstinate (stands ground). Words describing a large HIDDEN area include: close-mouthed, sly, clever, guarded, aloof, noncommittal, and private. Words describing a large BLIND area include: joking, critical, biased, judgmental, strong-willed, insensitive, and trusting (gullible). Words describing a large UNKNOWN area include: shy, observant, silent (unaware), innocent (naive), inexperienced, and modest.

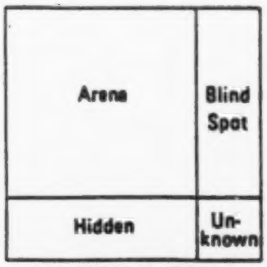
Below are typical windows that the students may draw. Make a transparency of each window and use the following commentaries to interpret these windows.

1. The Open Window: The arena is the largest part of the Open Window. Note that as the arena gets larger, the other sections must get smaller. Persons with a large arena give and receive information about themselves and others freely. As a result of this honest give-and-take, such persons learn about themselves.

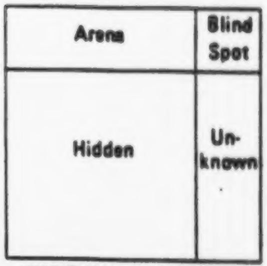
2. The Hidden Window: In Window 2 the hidden section is largest. This suggests persons who like to ask a lot of questions. But such persons rarely give many answers. It is hard to know where they stand on issues. Their self-knowledge is limited by a resistance to tell what they think.

3. The Blind Window: Persons with a Window 3 are very talkative and usually poor listeners. They give a lot of information. Everyone knows where such persons stand on issues. However, their self-knowledge is limited by a resistance to hear others.

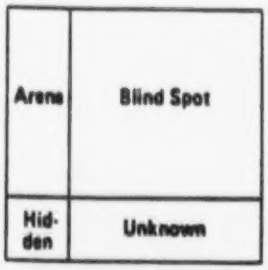
4. The Unknown Window: Window 4 is called the Unknown Window because its owner prevents information from getting in and out. This window suggests a person who may be the quiet member of a group and doesn't know much about himself or herself. People with Window 4 may have great potential for doing many things, but no one will know until they give and receive information about themselves more freely.


Arena
Blind Spot
Hidden
Unknown

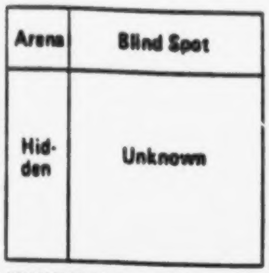
WINDOW 1: OPEN


Arena
Blind Spot
Hidden
Unknown

WINDOW 2: HIDDEN


Arena
Blind Spot
Hidden
Unknown

WINDOW 3: BLIND


Arena
Blind Spot
Hidden
Unknown

WINDOW 4: UNKNOWN

**IMPORTANT NOTE:** Many students may have a window similar to the large UNKNOWN area. Underscore the potential of a person with such a window. Some students may have a window different from the window described by their three friends. Discuss the reasons for the differences between the two windows.

## SELF-MANAGEMENT QUESTIONNAIRE

Name:______________________________ Phone:_______________ Date:__________

Address:__________________________________ City:__________________________

State:_______ Social Security Number:_____-___-______

Please answer the following questions to the best of your ability.

1) List three reasons that you entered this Adult Education program.

   a)
   b)
   c)

2) List the five things that are most important to you at this time.

   a)
   b)
   c)
   d)
   e)

3) What are three goals that you hope to accomplish by the end of this school year?

   a)
   b)
   c)

4) What do you feel are three strengths of yours?

   a)
   b)
   c)

5) What do you feel are three weaknesses of yours?

   a)
   b)
   c)

6) Why do these weaknesses exist? What are you doing to change these to strengths?

7) On the back of this page, write a paragraph about yourself. How do you see yourself and how do you think others see you?

8) What type of job do you hope to get after earning your GED or diploma? Do you think you will get this job? Why or why not?

9) How do you handle stressful situations?

10) Number from 1 to 5, the activities that you like to do in your free time.

___Watch TV
___Listen to records
___Party
___Read books
___Volunteer at school
___Go to plays/concerts
___Play with the kids
___Go on a picnic
___Sleep
___Go to the park
___Write stories, poetry
___Other (list)

11) When I'm faced with a problem, I feel: (check the best answer)

___Confident in my ability to solve the problem myself.
___Unable to handle the problem myself.
___Comfortable about knowing where to go for help.
___I have no idea where to go for help.

12) When I make an unwise decision, I usually:

___Admit my mistake and take the consequences.
___Put it off on someone else.
___Do it anyway and ignore the consequences.

13) Check the statement that best describes your work preference.

___A self-starter, enjoy working alone.
___Enjoy working alone, but need some supervision.
___Enjoy working alone, but need close supervision.
___Work better in a group with no other supervision.
___Work better in a group with some supervision.
___Work better in a group with close supervision.

For question 14 and 15, check all answers that apply to you.

14) When someone asks me to do something for them, I:
___Say yes, even though I won't have time to do the job.
___Say no, and explain why I won't be able to do the job.
___Say yes, and make sure the job gets done.
___Say no, I don't want to do it.

15) People are accepted by others at work, because they:

___Have a good attitude
___Accept others
___Criticize work plans
___Take frequent breaks
___Have a good appearance
___Are the boss's kid
___Avoid making assumptions
___Observe written and unwritten rules

# Duty Area: THINKING SKILLS

Advanced Level

**COMPETENCIES:**

12.01 Use effective learning techniques to apply new knowledge and skill
12.02 Demonstrate decision-making skills
12.03 Organize information
12.04 Demonstrate ability to follow a problem-solving process
12.05 Demonstrate critical thinking skills
12.06 Demonstrate creative thinking
12.07 Demonstrate accurate assessment of one's own knowledge and skill
12.08 Demonstrate logical reasoning

## RELATED SKILLS

- Mathematics
- * Science 1.03, 1.04, 1.07
- Health/Wellness
- Technology/Tools
- Consumer Economics
- Home Management
- Family Relationships
- Interpersonal/Social
- * Self-Management 9.01, 9.02, 9.04
- Employability
- * Communication 11.01, 11.02
- Thinking
- Social Sciences
- Govt./Citizenship
- Cultural Diversity
- * Community Resources 16.01

## PREREQUISITES

Competent reading and writing skills
Basic computer skills

## PROGRESS BENCHMARKS

1. Practice effective study skills and problem solving steps
2. Communicate ideas in a variety of ways
3. Make choices and give the rationale for these choices
4. Assess your communication skills and job aptitudes
5. Summarize main ideas and critique what you read
6. Present a concept with a display

## TERMINOLOGY

Terms that students should know or learn as part of this lesson.

Criteria Format Outline Summary

## REFLECTIONS

Practical application is one of the most effective methods for improving one's skills and obtaining new knowledge. It is important in today's world that we not only acquire new content knowledge and information, but even more important is the ability to think critically and logically in order to apply our knowledge to daily living tasks.

COMPETENCIES 12.01, 12.02, 12.03, 12.04, 12.05, 12.06, 12.07, 12.08

## SAMPLE LEARNING ACTIVITIES

PB 1 (12.01, 12.05, 12.07) (CR 9.02, 11.03, 11.08, 11.09)
**Benchmark Task:** Read a reference on the SQ3R or other study skill method (scan, question, preview, read, review); use the recommended steps to study reference material for a competency in science or social studies. Write a paragraph discussing the study method used and whether or not you believe this method helped you identify and remember important information in the reference.

(Basic content areas: Reading for content and retention, study skills, writing paragraphs, self-analysis of communication skills)

1. Using a computer format with columns or tables, organize a weekly schedule pertaining to your daily life. (I, ET: 45 min.)
2. Demonstrate knowledge of the 5-step model problem solving method to solve a variety of mathematical word problems. (I, ET: 1 hr.)
3. Working with a partner, use the step-by-step problem solving method to recommend a solution to a local community problem. (G, ET: 1 hr.)
4. Use a reference manual to acquire introductory or new computer skills, and practice these skills on a computer. (I, ET: Varies)
5. Develop a set of criteria to organize a group of geometrical figures. Apply this method to any situation which involves factual data. (I, ET: 45 min.)

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PB 2 (12.05, 12.06) (CR 2.11, 11.04, 11.14)
**Benchmark Task:** Produce a logo to communicate an idea for home safety and accident prevention campaign.

(Basic content areas: Identifying slogans and drawings to convey ideas, home safety steps, common causes of home accidents)

1. Demonstrate use of a telephone book for a variety of services (emergency, consumer, entertainment, legal, personal). (I, ET: 30 min.)
2. Plan a fire escape route for your home or another building. Draw a detailed map of the route. Rehearse the plan with the family or class. (G, ET: 1 hr.)
3. Prepare an advertising campaign for the local ABE/GED program. Design logos and posters and circulate them in the community. Make telephone contacts and follow up on them. When the campaign is finished, study its effectiveness. (G, ET: Varies)
4. Organize and present a debate dealing with a current political or social issue. (G, ET: 2 hrs.)

COMPETENCIES 12.01, 12.02, 12.03, 12.04, 12.05, 12.06, 12.07, 12.08

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SAMPLE LEARNING ACTIVITIES

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PB 2 (Continued)

5. Prepare, organize, and participate in a mock trial situation. (G, ET: 3 hrs.)

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PB 3 (12.02, 12.03, 12.04, 12.05, 12.08) (CR 5.05, 11.04, 11.10, 11.11, 16.01)
Benchmark Task: Select two brands of the same product (i.e., laundry detergent, motor oil, cereal, or other commonly used item). Learn as much as you can about both brands (try them, ask others who tried them, read labels, read advertisements). Make a list of the advantages of each. Write a paper describing their characteristics, recommend one of the brands, and provide your rationale for the selection.

(Basic content areas: Comparison shopping, problem solving method, decision making, writing support statements for decision rationale)

1. Accurately complete two credit applications. (I, ET: 1 hr.)
2. Identify sources for acquiring skill training and additional education. (I, ET: Varies over a number of days)
3. Secure different types of personal identification and explain the appropriate uses for each. (I, ET: Varies)
4. Identify and define housing options: rent, lease, own, public assistance. (I, ET: 1 hr.)
5. Identify five problems of transition to independent living and list alternatives to ease or resolve problems. (I, ET: 1 hr.)

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PB 4 (12.02, 12.05, 12.07) (CR 9.01, 9.02, 9.04, 9.05)
Benchmark Task: Reflect on your communication skills. Identify areas of strength and areas for improvement in your reading, speaking, listening, and writing skills. Make a list of strengths and areas for improvement for each of these skills. Set a 6 week goal for improvement in one of these areas and describe your plan for achieving the goal.

(Basic content areas: Reading, speaking, listening, and writing skills, self-analysis, setting priorities and goals, identifying resources, and plan for goal achievement)

1. Obtain information over the phone. Prepare a list of questions for yourself and prepare a sample script of what you are going to say. (I, ET: 20 min.)
2. Identify steps to secure voter registration and absentee ballots. (I, ET: 30 min.)
3. Develop a list of common information asked for on a job application (addresses, references). (I, ET: 30 min.)
4. Accurately and completely assess your abilities and skills relevant to a variety of employment options. (I, ET: 40 min.)

**COMPETENCIES 12.01, 12.02, 12.03, 12.04, 12.05, 12.06, 12.07, 12.08**

**SAMPLE LEARNING ACTIVITIES**

**PB 4 (Continued)**

5. Obtain information booklet and application on state employment and assess your own abilities and experiences, select a job within the booklet that best suits your qualifications. Complete the application for state employment. (I, ET: 1 hr.)

6. Demonstrate effective job interviewing skills by role playing with a partner. (I, ET: 1 hr.)

---

**PB 5 (12.01, 12.03, 12.05, 12.08) (CR 11.01, 11.03, 11.09, 11.10)**
Benchmark Task: Select a television news program or talk show. Take notes of the main ideas presented, and supporting ideas. Write a summary of the material. In composing your summary report, write an introduction, then describe the details in the body of the report, and conclude the report with a closing summary paragraph.

(Basic content areas: Listening skills; identifying main ideas, supporting ideas, and distinguishing fact from opinion; writing reports and parts of a report)

1. Write a review of a movie. Discuss the movie with others who have viewed it. (G, ET: 1 hr. 30 min.)

2. Write a short autobiography. Using the autobiography as a guide to evaluate your interests, goals, and progress. (I, ET: 1 hr.)

3. Read a book. Prepare a general outline of the book and write a summary. (I, ET: Varies)

4. Using the outline and summary from the book, write a criticism based on your moral or ethical opinions. (I, ET: 45 min.)

5. Prepare an oral presentation of your summary and criticism of the book. (I, ET: 15 min.)

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**PB 6 (12.01, 12.03, 12.05, 12.06, 12.08) (CR 1.03, 1.04, 1.07, 9.06, 9.08, 11.14)**
Benchmark Task: Prepare a display which illustrates one of the following science concepts: (1) reduction of heat loss by insulating materials, (2) difference between hurricanes and tornadoes, or (3) how temperature changes affect the state of matter.

(Basic content areas: Science concepts of temperature, hurricanes, tornadoes, and matter; identifying main ideas and visually picturing these ideas)

1. Using data from a recent map on weather conditions, identify weather patterns and consult a text to explain what causes them. (I, ET: 1 hr.)

2. Put together a collage illustrating a recent world event or a local problem. The collage should represent your attitude towards that particular subject. (I, ET: 45 min.)

**COMPETENCIES 12.01, 12.02, 12.03, 12.04, 12.05, 12.06, 12.07, 12.08**

## SAMPLE LEARNING ACTIVITIES

PB 6 (Continued)

3. Give directions for performing a task. Put the steps in order, practice your format then present your instructions orally. Have a written plan of your presentation and use any helpful visual aids. (I, ET: 2 hrs.)

4. Draw an illustration of a food chain. Write and discuss its importance as a whole and discuss the relevance of each individual element. (I, ET: 30 min.)

5. Draw a diagram on one of the following social studies concepts: How a bill becomes a law or how cases reach the Supreme Court. Use the diagram to explain the concept to a group of people. (I, ET: 1 hr.)

## RESOURCES

| | |
|---|---|
| Contemporary. | Communication Skills That Work<br>Critical Thinking With Math<br>GED Social Studies<br>Critical Thinking and Reasoning Skills<br>Bridges to Critical Thinking |
| Steck-Vaughn. | Pre GED Science<br>GED Science |
| Lakeshore Life Skills. | Study Skills for People Who Hate to Study<br>Strategies for Study |
| Curriculum Associates. | Solve: Action Problem Solving<br>Thirty Lessons in Notetaking |

## ADDITIONAL RESOURCES

**COMPETENCIES 12.01, 12.02, 12.03, 12.04, 12.05, 12.06, 12.07, 12.08**

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## ADDITIONAL LEARNING ACTIVITIES

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# PUBLISHERS' ADDRESS LIST

**Academic Therapy Publications (Barsch Learning Style Inventory)**
20 Commercial Blvd.
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(415) 883-3314 (800) 422-7249
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230 Schilling Circle, Suite 350
Hunt Valley, MD 21031

**Active Parenting Publishers, Inc.**
810 Franklin Ct., Suite B
Marietta, GA 30067-9085
(800) 825-0060

**Advantage Computing**
1803 Mission St. #416
Santa Cruz, CA 95060
(408) 423-5385

**American Guidance Service, Inc.**
Publisher's Building
Circle Pines, MN 55014
(612) 786-4343 (800) 328-2560

**American Heart Association**
333 Guthrie Street
Suite 207
Louisville, KY 40202
(502) 587-8641

**American Red Cross**
Check your local telephone book for the nearest chapter

**Bantam Books (Division of Doubleday Dell)**
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New York, NY 10036-4094
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**Britannica Software**
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**CareerTrack Publications**
3085 Center Green Drive
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**CC Publications**
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Chicago, IL 60606-1719
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**CCV (See IBM Software)**

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**(The) Center for Applied Research in Education, Inc. (Subsidiary of Prentice-Hall, Inc.) (Continued)**

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**Center on Education and Training for Employment (CETE) (Affiliated with Ohio State University)**

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1900 Kenny Road
Columbus, OH 43210-1090

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Fax: 614-292-1260

**CFKR Career Materials, Inc.**
P. O. Box 437
Meadow Vista, CA 95722
(916) 876-0118

**Charles E. Merrill Publishing Co. (Division of Macmillan Publishing Co. Inc.)**
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**Chelsa House Publishers (See Lakeshore Learning Materials)**

**Clark Publishing Co.**
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(206) 338-2002 (800)-44-TEACH

**Computer Age Education, Inc.**
5225 Wisconsin Avenue, N. W.
Suite 601
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**CRC Publications**
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(616) 246-0728, (800) 333-8300
Fax: 616-246-0834

**Creative Educational Video, Inc.**
P.O. Box 65265, 5147-A 69th Street
Lubbock, TX 79464-5265
(800) 922-9965, Fax: 800-243-6398

**Crisp Publications**
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Menlo Park, CA 94025-9600
(800) 442-7477, Fax: 415-323-5800

**Critical Thinking Press & Software**
P.O. Box 448
Pacific Grove, CA 93950
(408) 375-2455
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**Curriculum Associates**
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**Delmar Publishers Inc.**
Two Computer Drive, Box 15015
Albany, NY 12212-5015
(518) 459-1150 WATS: (800) 347-7707

**Department for Adult Education & Literacy (PACE Parent-time Curriculum Guide)**
Contact person:
Sara M. Callaway
Family Literacy Branch Supervisor
1049 U.S. 127, Suite 4
Frankfort, KY 40601

**Dictionary of Occupational Titles (See JIST Works, Inc. or U. S. Government Printing Office)**

**(The) Dryden Press (Division of CBS College Publishing)**
Contact person:
Joan Resler, Acquisitions Editor
One Salt Creek Lane
Hinsdale, IL 60521-2902
(312) 920-2450 WATS (800) 323-7437

**Earthquest**
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Palo Alto, CA 94301
(415) 321-5838

**Eastern Kentucky University (Learning Style Assessment)**
Special Program Division
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American Council on Education
The Center for Adult Learning and Educational Credentials
National External Diploma Program
One Dupont Circle, Suite 250
Washington, DC 20036-1993

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by: Lester M. Snyder, Jr., Arizona State University

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Adult Education, State Capitol Grounds, Little Rock, AR 72201
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CASAS (Comprehensive Adult Student Assessment System)
CASAS Curriculum Index and Matrix
2725 Congress Street, Suite 1-M
San Diego, CA 92110

Cumberland Valley High School Diploma Program for Adults
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6746 Carlisle Road
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Florida CBAE (Competency-Based Adult Basic Education Program) (1986-1987)
Department of Education
Adult & Community Education Network
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Student Learning Guides (Consumer Economics, Health, Mathematics, Social Studies and Science)

Illinois Literacy Resource Development Center
200 Fredrick Street
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Illinois Test Bank Items
Intermediate Mathematics Behavioral Objectives and Test
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Indiana Department of Public Instruction
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Room 227, State House, Indianapolis, IN 46204

Institute for the Study of Adult Literacy
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Transitions and Trends: Positioning for the Future (1992)
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The Louisville Area Chamber of Commerce
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Quality Indicators

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Literacy Volunteers of America
5795 Widewaters Parkway
Syracuse, NY 13214-1846

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Division of Adult Education and Literacy
Office of Vocational and Adult Education
U.S. Department of Education
Washington, DC 20202

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Rosedale Road
Princeton, NJ 08541

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U.S. Department of Health, Education & Welfare
Washington, DC 20402
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Walt Haney, Huron Institute
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PACE Learning Systems, Inc.
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The Psychological Corporation
Harcourt Brace Jovanovich, Inc.
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55 Academic Court, San Antonio, TX 78204-2498

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Secretary of Labor
The Secretary's Commission on Achieving Necessary Skills
U.S. Department of Labor
200 Constitution Avenue, N.W.
Washington, DC 20210

Texas Adult Literacy and Math Curriculum Development and Teacher Training Grade Levels 0-4
Intermediate Adult Education Curriculum Grades 5-8

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Utah State Office of Education
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AESOP (American Standard Operating Program
Utah Competency-Based Adult Education

Washington State, Adult Basic and Literacy Core Competencies
Adult Basic and Literacy Education
Network of Washington
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# Topical Index

**The following alphabetical list of topics covered in the KCBAE curriculum includes page numbers from Section C of the guide. Each page number is followed by the PB (progress benchmark) number in parenthesis:**

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| Communication (Speaking/Listening) | | | | | | | | | | | | | | | |
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| Mathematics | | | | | | | | | | | | | | | |
| Community Resources | | | | | | | | | | | | | | | |
| Consumer Economics | | | | | | | | | | | | | | | |
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| Science | | | | | | | | | | | | | | | |
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